DOCUMENT RESUME

ED 064 754 EA 004 283

AUTHOR	Bryan, Clifford; Erickson, Edsel
TITLE	Structural Effects on School Behavior: A Comparison of Middle School and Junior High School Programs.
INSTITUTION	Grand Rapids Public Schools, Mich.
PUB DATE	Jun 70
NOTE	266p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Academic Achievement; *Comparative Analysis; Educational Environment; *Junior High Schools; *Middle Schools; *Organizational Climate; Parent School Relationship; Professional Personnel; Program Evaluation; Role Perception; *School Organization; Student Attitudes; Student School Relationship; Student Teacher Relationship; Teacher Morale

ABSTRACT

This document represents the efforts of a research project to determine if the implementation of "middle school concept" would create an organizational structure or social context that would enhance relationships both within and between the staff and the student body. The study aimed at providing a preliminary description of West Middle School in terms of (1) the functioning of professional staff roles; (2) the nature of and the impact on, especially achievement, of student-staff interaction; and (3) parental views on and beliefs about their children's educational needs, experiences, and the operation of the school itself. The responses to questionnaires, administered to students, teachers, and parents of students at a middle school and at a junior high control school, are extensively analyzed. (Author/MLF)

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STRUCTURAL EFFECTS ON SCHOOL BEHAVIOR:

A COMPARISON OF MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL PROGRAMS

by

Clifford Bryan
and
Edsel Erickson

Testing and Evaluation
Grand Rapids Public Schools
Grand Rapids, Michigan
June, 1970

EA 003 253

FORWARD

In 1966, the Grand Rapids Board of Education decided to adopt the middle school concept as part of the educational organization of the Grand Rapids Public School System. The junior high school designation would be abandoned where middle schools were established. Since only a few schools in the nation had adopted this concept, this was truly considered to be a pioneering effort.

In the early part of the 1969-1970 academic school year, the administrative staff of the West Middle School approached the Office of Testing and Evaluation with the request that some kind of evaluation of their program be conducted. Dr. Jane Bonnell, the Supervisor of Testing and Evaluation, contacted Dr. Edsel L. Erickson of the Western Michigan University Center for Sociological Research. A formal research proposal was then constructed and presented to the West Middle School administrative personnel for their approval.

The current authors wish to acknowledge the following personnel for the major contributions they have made in conducting this evaluation:

Mr. Robert Stark, Dr. Elmer Vruggink and Mr. John Dow for providing encouragement and support in conducting the evaluation.

Mr. Glenn Burgett, Mr. LeRoy Davis, Mr. Ross DeHaan and Mr. Laverne Wolf who were of inestimable value in providing research sites, samples, and suggestions. These devoted gentlemen, confronted with a research project that many others would define as "threatening", were extremely cooperative and conscientious in helping to establish conditions which were optimally conducive for executing this comparative evaluation.

Mr. Wayne Scott - had it not been for his dedicated help and direction in computer programming and analyses, the present project director would still be toying with a manual calculator in figuring out the first problem in the Findings Section.

Bob Bilby, Dave Boyer, Mary Louise Braithwaite, Jim Jones, Martha Lamberts, Bob Mendlesohn, Tunde Odetola, and John Vonk who, in conducting and carrying out their own separate research projects (which are introduced in the final section of this report) contributed in the collection of parental interview data and in the analysis of this data.

Nora Balulis (who rose above the traumatizing effects of a 21st birthday) and Helen Cameron, two wonderful ladies who displayed remarkable endurance in a relay typing marathon.

Arlene and Ruth, the wives of the investigators, who probably have every page of this project committed to memory by now.

An finally, but most importantly, a heart-felt thank you is expressed to all the middle school and junior high school teachers, students and parents in the city of Grand Rapids, Michigan, for their concern and cooperation in providing us with a wide scope of varied kinds of attitudinal information relevant to middle school education.

Clifford E. Bryan

Edsel L. Erickson

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CHAPTER I

MIDDLE SCHOOL CONCEPT: ORGANIZATIONAL ASPECTS, ISSUES, AND IMPLICATIONS

Does the implementation of the "middle school concept" create an organizational structure or social context which enhances relationships both within and between staff members and the student body? If so, what are the effects of such a program upon the social and personal adjustments of students and teachers? These issues, at the heart of much of the controversy about the middle school programs, are the fundamental and guiding questions of this research project.

The major objective of this study is to provide a preliminary description of West Middle School in terms of (1) the functioning of professional staff roles, (2) the nature and impact - especially upon achievement - of student-staff interaction, and (3) parental views and beliefs about their children's educational needs, experiences, and the operation of the school itself. By describing the school along these basic dimensions, it is assumed that we can begin to answer the first basic question of:

> To what extent is the actual functioning of the West Middle School in accord with the basic philosophy, stated objectives, and intended social milieu of the "middle school" concept?

Only after answering this basic question can we proceed to other more specific questions about the efficacy of the total program or of various aspects of the program. In other words, some picture of what is going on must be presented before any program can be

adequately evaluated. For these reasons, then, this investigation of West Middle School has been focused upon the following dimensions: staff roles, student roles, and parental roles.

I. Staff Roles

One of the more common and useful ways of analyzing any social system is to investigate what is generally expected of each major role in that system. The middle school concept, being a relatively recent phenomenon, has probably not been in operation long enough for the development of consensual definitions of role expectations that are more generally employed in assessing this kind of social-psychological variable. On the other hand, since the middle school concept has become an issue in education which represents a particular school of thought, there is a considerable quantity of literature which deals with most major aspects of the middle school program. Hence, it is possible to derive from the related literature some information about what the staff roles should be and what the expectations are that should be attached to them.

With regard to the teachers and their relationships with students, it is said that they should function as "supporters" to learning: Miss Brown should "support" - not merely "teach" - Suzie in her attempts to learn mathematics. "Blocks of time" and "homebase" rooms are to be provided with the attendant specified expectations that the teacher should become a significant figure to the students: each pupil should feel that there is one teacher

that is "his teacher." This home-base teacher, however, should assume a position of progressively less centrality in the student's life as the student moves along from one grade level to the next.

With reference to the relationships teachers should have with each other, the role expectations seem to be that each teacher should function as (1) a specialist in his own field, and (2) a consultant to others with whom he works as a team in planning activities for a specific group of students.

By reviewing the published polemics and hortative essays stating what middle school teachers SHOULD do, such prescribed behavioral recommendations may be stipulated and, hence, adduced to be the more universally held role expectations. With this procedure, we may acquire a kind of ideal-type standard for middle school teachers; then we can discern the extent to which these roles are actually carried out in accordance with the expectations. With such an approach, it is quite possible to find that although new objectives have been formalized and new statements of policies and procedures have been introduced into a school setting, the actual role performances and role relationships vary but little from those in more traditional academic settings. In other words, although teachers may be instructed and expected to function as teams in order to meet certain formally specified objectives, their behavior may be approximately the same as that of teachers who have not been asked to develop a team structure.

In order to establish what the role expectations are for the middle school type of social organization then, the literature pertinent to this kind of program will be reviewed with special attention given to such concerns as (1) how teachers should act toward each other, (2) how teachers should act toward students, and (3) how teachers and staff members should act toward each other.

Although this is not an empirical investigation of role expectations per se, such a procedure does allow us to answer the basic question of whether or not staff members do function in accord with some of the basic aspects and propositions of the middle school concept. In other words, we can obtain some kind of standardized criteria to use as a basis for measuring and assessing the extent to which role performances do function in accord with formally prescribed role expectations.

This broad issue, of course, concerns a number or related questions, some of which will be investigated in this project. For example, some of the more important questions are:

1. Does the provision for working in teams improve the relationships that teachers have with each other?
2. Does the provision for working in teams enhance teachers' relationships with the administrative staff?
3. Does the provision for working in teams enhance the relationships that teachers have with students?

4. Does the provision for working in teams give teachers a feeling of greater opportunity or power in making school-related decisions?
5. Does the implementation of the middle school concept have an impact on teachers in terms of modifying their:
   a. perceptions of the competency of other teachers in the school?
   b. perceptions of the competency of other teachers in general?
   c. perceptions of the field of teaching as a profession?
6. Are teachers in the middle schools more likely to experience greater job satisfaction than those in junior high schools?
7. Are middle school teachers more likely to view teaching at the middle school grade levels as an acceptable or desirable life-time career than junior high teachers?
8. Do teachers in middle schools perceive any differences in:
   a. the extent to which parents are informed about their children's progress?
   b. parental expectations for student academic attainment?
   c. parental expectations for their children's academic achievement?

9. Do teachers in middle schools feel that such a program does modify student attitudes toward the staff? Does such a program stimulate student motivations for achievement?

10. Do teachers who work in teams feel that they do function as a team? Do they really feel that they are knowledgeable about the activities of other team members who work with their pupils? If so, are there differences between team teachers and teachers who do not work on teams?

There are a number of questions that may be raised about teacher background characteristics. For the most part, the related literature asserts that special training is needed for most middle school teachers; there is an implicit assumption that teachers must be desocialized and resocialized in order to de-emphasize the emulation of high school practices (a major criticism of current junior high schools). The questions might be raised of whether there are certain background variables such as age, sex, previous experience and training which may be associated with teachers' satisfaction with the middle school program.

An attempt to provide at least a partial answer to all of these questions - as well as others - shall be made. Many of these questions, it may be noted, are of a comparative nature, i.e., they cannot be measured by merely noting the degree to which they

are in accord with the formalized philosophy of the middle school concept. Consequently, the teacher population in the middle school must be compared with some similar teacher population not involved in a middle school program. For the purpose of such a comparative analysis, the total teacher population of a regular junior high school which serves an essentially similar type of student has also been selected for examination. Hence, this is a double-barrelled approach in that the evaluation is focused upon (1) the extent to which teacher role performance is in accord with formally stipulated middle school teacher role expectations, and (2) the extent to which perceptions, opinions and attitudes vary between middle school teachers and junior high school teachers.

One recognized shortcoming is that a full answer to many of these questions can only be provided with a longitudinal study design. It would be expected that a number of changes in inter-personal relationships, teaching efficiency, and perhaps even in the informal social structure might change over a period of time. We can, however, obtain some picture of current reality and, perhaps even in the informal social structure might change over a period of time. We can, however, obtain some picture of current reality and, perhaps more importantly, provide base line data for future longitudinal research projects.

Teachers - rather than the other kinds of staff members - constitute the major focus in this particular evaluation of role

performances for the following reasons:

1. It is assumed that teacher behavior constitutes a primary force upon student behavior and achievement in the school setting.
2. Although there are a number of other professional and paraprofessional staff roles, e.g., principals, counselors and teacher aides, which are integral to the middle school concept, there are not enough of each of these in the sample to provide an adequate basis for inference and generalization. There are, for example, only two counselors in the junior high school "control group" and four in the West Middle School. While West Middle School has 13 teacher aides, there are none in the control group. With such small populations, derived information cannot be treated as group data and would only be amenable to interpretation as individual testimonials and opinions. Since this kind of information is limited in both applicability and inferential value, no major attempt has been made at its collection. Again, since there are only two principals involved, any comparison would be based upon individual and personal idiosyncrasies; it is not the intent of this report to evaluate individuals, rather our objective is to evaluate a type of school program organization.

II. Student Roles

A basic postulate in the modification of any educational system is that the behavior of the student may somehow be influenced in a desirable manner. One of the important principles of the "middle school" concept is that desirable habits, skills and values will be developed in students as a result of student-staff interaction.

There appears to be a number of different concerns in this area. The related literature, to be discussed in another section, indicates that the following kinds of issues are involved:

1. Does the modification of the school system as set forth by the middle school concept bring about better student-teacher relationships? It is generally stated that students need to feel that at least some teachers are personally concerned about their welfare and progress. If this is so, then students should view their teachers as being concerned about how well they do in school. If, when asked, all middle school students state that there is a teacher who is concerned and interested in them it may be assumed that the student - teacher relationship is functioning in accord with the espoused middle school philosophy. If it is found, however, that all junior high students - regardless of the type of school program organization - equally recognize the concern of their teachers, then no particular advantage in this regard can be attributed to the middle

school type of organization for this particular sample.

2. Does the middle school program have an advantageous impact upon students' Educational Plans and Educational Aspirations in contrast to the effects of the regular junior high organization? Do students in the middle school have greater expectations for future educational attainment than do students in the regular junior high? Do they have desires for higher levels of formal education?

3. Do different kinds of school social organizations have an impact upon students' Occupational Plans and Occupational Aspirations?

4. One of the major emphases in the middle school literature is placed upon the notion that each student is an individual who should work at his own capacity, providing his own standards for achievement and his own criterion for success. Does this kind of approach modify a student's perceptions of the importance of the grades which are assigned to his work? Do they feel as if there should be some kind of formal recognition for excelling in academically competitive activities? Are middle school students more likely to feel that it is not so important to rank high in their classes or that it is not so important to do better than others in school? Does this kind of educational program alter students' perceptions of the importance of good grades in general?

5. In the middle school literature, some emphasis has been placed upon the aspect of parental influence upon students. Of importance in this are is how students perceive certain things about their parents, e.g., parental interest in their school work, surveillance of their academic behavior, etc. More specifically, the concerns are:

   a. Are middle school students more likely to feel that their parents are better informed about their academic behavior?

   b. Will there be between-school differences in student perceptions of how parents feel about the importance of good grades or of doing better than others in their class or about their academic performance in general?

   c. Are middle school students more or less likely to perceive that their parents hold high expectations for them with regard to their future formal education?

6. A considerable amount of attention has been given to the role of the peer group in the middle school literature. There seems to be some disagreement about what kinds of "age groups" are best for children. There is a concern about the middle school years being a period of rebellion against adult authority and as a time of great peer

group involvement. There are pronouncements that middle school students should be grouped and regrouped in order to impede clique formation and to encourage a variety of social encounters to facilitate social adjustment. Although many of these kinds of issues can only be assessed with a longitudinal survey, some kinds of questions can be pursued in this project:

a. The literature, to be discussed, asserts that the middle school program permits and encourages a student to work at his own level. One question which may be asked, then, is do a student's friends feel that he does as well as he is capable of doing? This is one kind of measure or indicator of whether or not middle school and junior high school students might be working at their own level. Another indication might be provided by asking a student if his own friends are doing as well as they are capable of doing.

b. The presence or absence of peer group pressure for performance may be of importance. How important is it to one's friends that a student should get good grades? Do peer group expectations vary with the kind of school program organization?

c. An important aspect of schooling is that of anticipatory socialization or preparing a person for future achievement and attainment. One question may be: does the middle school program modify student plans for future formal educational goals?

7. Of central importance to the middle school concept, of course, is the whole question of student - teacher relationships from the student's point of view. Are middle school students more likely to feel that they get along better with their teachers? Are they more likely to view their teachers as being concerned about how they do in school? If students feel that they have certain problems in a class - or perhaps with the entire course itself - to whom are they likely to turn for help: the teacher, their parents, a friend, a classmate who excels in the course? Are there differences between schools? Another way in which student-teacher relationships may be enhanced is through personal interaction. The question may be posed: how often do students talk to their teachers? Do middle school students talk to their teachers more often than do junior high school students? Do the two groups of students differ in their feelings that they have the opportunity to talk to their teachers as often as they would like to? Is there any evidence of group

norms in either type of school which may prohibit students from talking to teachers?

8. Another concern of the middle school philosophy is that of providing the chance for students to be able to identify with particular teachers and to feel that there is at least one staff member to whom each student may be able to refer to as "my teacher." To what extent does this occur? Are middle school students more likely to state that they do, in fact, have a favorite teacher? If so, are there differences in junior high school and middle school students' perceptions about how their teachers view them, their performance, and their chances for the future?

As indicated, a large number of questions may be asked with regard to the role of the middle school student. Since any student role is essentially a developmental one - a process of "becoming" - many of these questions can only be adequately assessed through a longitudinal examination. By attempting to empirically assess the above listed kinds of concerns, however, we can establish at least a partial view of how the middle school concept and its implementation affects the student role at one particular point in time. Such an initial cross-sectional study, however, also provides baseline data for future longitudinal evaluations.

III. Parental Roles

In many formal statements of the middle school philosophy, it is stated that since schools find their roots in society, they should be designed to serve society's needs. Since there has never been a consensus about what "society's needs" are, there is little agreement about whether even the most specialized forms and advanced levels of education meet such a goal. At the middle school age-grade level, then, there are probably even more difficulties inherent in attempting to ascertain whether or not schools do meet such lofty objectives. Since these students live with their parents, and since parents are likely to have a number of notions about what society's needs are, it is assumed that we can get someindication of whether or not the two different kinds of school program organizations do meet society's needs by gathering information on parental perceptions of this aspect of education.

In much of the literature about middle schools, parental involvement and participation in educational programs is often mentioned, e.g., the need to enlist parental cooperation and interest in student affairs, to obtain parental support for and encouragement of academic performance, etc. Some publications describe procedures for setting up programs ensuring parental participation in order to stimulate their interest and to enhance their understanding of the middle school. Since parents are mentioned in the related literature rather frequently if not extensively, it may be surmised that parental roles

are integral to the middle school program. Three major kinds of questions can be raised regarding the role of the parent:

1. Do parents of junior high and middle school students differ in their attitudes toward their children?
   a. Are parents of middle school students more likely to feel that their children actually enjoy going to school? Are their children more likely to talk about their school work at home? How do parents feel about school work in general - is it too hard or too easy for their children?
   b. Do parents differ in their views about education in general, e.g., should parents be forced to send their children to school? If so, do they feel all parents should be forced to send their children all the way through high school?
   c. Does the kind of school program organization appear to have any association with differences in parents' expectations for their children's futures? Do parents differ in their perceptions of the chances that their children will finish high school or go on to college? How far in the formal education system do they really feel that their children will go?
   d. Do parents of children in the two educational systems see any differences in peer group climates?

Do middle school parents have different views of the kinds of success that might be expected of their children's friends?

e. Do the two groups of parents have different opinions about the work their children do? Do both groups feel that their children do as well in school as they are capable of doing? Do they feel that grades are important? Should there be some formal acknowledgement or incentive for academic achievement? How important are grades as compared to other aspects of education?

2. Do middle school parents and junior high school parents have different feelings about their relationships with the schools?

   a. One important aim of parental involvement is that of keeping parents informed about their children's activities in school. Are there any differences between the two parent groups in the extent to which they feel that they are able to keep up with what their children do in school?

   b. Are there differences between the two groups of parents with regard to the number of improvements that they feel should be made in the schools? Are there differences between parents with respect to which kinds of improvements should be made (bussing,

it has been suggested, may be an issue at the middle school and not at the junior high school)?

3. Are there differences between parental perceptions of student - teacher relationships? Are middle school parents more likely to state that their children view their teachers as "my teacher"? Are they more likely to feel that the teachers are really interested in their children's progress?

These kinds of questions, of course, are of central importance to any kind of school system. Again, any review of the literature or any discussion with a knowledgeable person will give evidence of a number of other questions which should be formulated. Since, however, the above kinds of questions deal with issues integral to middle schools as well as other schools, and since these particular kinds of questions are likely to be pertinent for future developments (thus establishing the basis for longitudinal studies), these are the major questions which guide this particular evaluation.

CHAPTER II

REVIEW OF THE LITERATURE

Why a Middle School?

In summing up a number of disparate issues covered in a discussion about educational philosophies and educational programs, Crary[1] proclaimed that there are only two current educational problems: humanizing the process of education in the school and bringing the academic curriculum into congruence with social reality. Since this evaluation is focused upon the impact of a modified organizational approach, the first problem suggested by Crary is predominantly emphasized.

Eichhorn[2] has advanced one of the more cogent arguments regarding the middle school. Implicit in his presentation is the notion that the adherence to the middle school concept is based upon a value judgement. In stating that there must be certain fundamental causes which lead people to support such a premise, he recognizes that these causes are philosophic rather than scientific, for the related literature contains little if any research evidence which might establish any well-defined set of causal factors. This is attributed to the fact that few

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[1]Crary, Ryland, response to paper entitled "Rationale for Emergence - A Look at the Middle School" presented by Dr. Donald Eichhorn at the Conference on the Middle School: Rationale and Development, December 11, 1967 at the School of Education, University of Pittsburgh.

[2]Eichhorn, op. cit.

researchers have had the opportunity to collect data dealing with either the causes for or the validity of the middle school type of organization. Underlying such a philosophic value premise are certain basic assumptions which, as Eichhorn suggests, should be investigated further: (1) youngsters in the years 10 to 14 constitute a distinct stage of development involving similar physical, social, emotional and mental characteristics; (2) students in the years 10 to 14 possess growth characteristics which are significantly different from the growth characteristics of the same aged student of the early decades of this century; (3) societal forces of today suggest a new pattern of school organization for the middle years; and (4) current and former organization models no longer adequately serve the transecent. Since the testing of these different assumptions - all of which are basic to the middle school philosophy - is beyond the scope of this project, these assumptions are necessarily accepted as being a priori assumptions.

As will be subsequently discussed, nearly every author agrees with the first assumption: middle school age students are somehow different from all other students. Furthermore, most authors agree that school for such students should be different shomehow. At this point, opinion becomes divided.

Vars[1], like many authors, has asked the question: What should be the nature of this school? Like most of the answers provided for us,

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Vars, Gordon F., Guidelines for Junior High and Middle School Education: A Summary of Positions, National Association of Secondary School Principals, Washington, D.C., P. 1.

Vars has proffered a series of guidelines, e.g., a "desirable separate learning climate",[1] a school that will "emphasize tremendous changes" in the world and how to cope with such changes,[2] and where "every subject is taught to reveal opportunities for further study,"[3] etc. While most of these kinds of guidelines are also held for other levels of formal education, each point has been the subject of much debate and speculation. Why are these kinds of suggestions, none of which have been fully resolved, currently being directed at the middle school level?

In the early part of the century, the junior high school movement was an integral part of a larger movement to extend secondary education downward.[4] One major reason for doing this was to provide some exposure to this kind of experience for those children who terminated their formal education at the minimum legal age or grade level. It is this particular aspect of the junior high school, i.e., the emulation of senior high school, which is currently subjected to the greatest amount of criticism.[5]

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[1]Vars, op. cit.

[2]Loc. cit,. P. 5

[3]Ibid.

[4]Kittel, Jack E., "Changing Patterns of Education: The Middle Years." College of Education Record, 33 (March 1967), 62-68

[5]Ibid.

Most challengers do not take issue with the general purpose of the junior high, but rather their criticisms are directed at the educational and social programs embodied in its framework. Harking to Conant's[1] memorandum, it is often said that while the pattern of the junior high school closely parrallels that of the senior high school, there is little evidence to justify such a pattern for middle school age students.[2] On the other hand, it might be added that there is also little evidence to support the contention that senior high educational and social prorams are inappropriate for middle school age students.

The emulation of senior high schools has stimulated a considerable amount of criticism, however, on the grounds that (1) middle school age children are not ready for high school type social activities and events[3], (2) the departmentalization of curriculum and the specialization of teachers create conditions which are too impersonalized for the needs of these students[4], and (3) a kind of social stigma is attached to the term "junior" for both staff and students - both may be merely treading water until they are "promoted" to the senior high school level.[5]

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[1]Conant, James B., "A Memorandum to School Boards: Recommendations for Education in the Junior High School Years," The School in the Middle: Divided Opinion on Divided Schools, Barnett, et. al., (Eds.) New York: Center for Urban Education, 1968, 62-63

[2]Eichhorn, op. cit.

[3]The Middle School, Saginaw Township Community Schools, June, 1966.

[4]Blakly, William J., "West Jefferson Hills Union 'Middle School'", West Jefferson Hills School District: Clairton, Pa., 1964, P. 5

[5]Eichhorn, op. cit.

Consequently, there has been a widespread search for a different kind of school organization both for pubescent pupils and their teachers. In doing so, many school systems have adopted - at least in part - the middle school pattern of organization.

Williams[1] asserts that our nation's middle schools are more likely to differ from one another than they are to resemble each other, but there are some common features. In general, the attempt has been made to combine the best features of the self-contained idea of the elementary school with the best features of the secondary schools. Williams, however, is concerned that this could result in having two schools in one building (he found one school, for example, in which the fifth and sixth grades were on one floor while the seventh and eighth were on another), an entity which would only preserve the elements of over-isolation and extreme departmentalization - the two factors which gave impetus to the middle school movement.

In implementing the middle school concept, however, a number of cautionary notes have been sounded. Carroll[2], for example, has expressed two concerns about the program: (1) an undue emphasis may have been placed on the assumption that there is a relationship between the housing of different grades in a building and the provision of a high quality education; and (2) the middle school might become a prestige symbol similar to that of team teaching in recent years - administrators may

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[1]Williams, Emmett L., "The Middle School - National Perspectives." Paper presented at the Conference on "The Middle School: Rationale and Development." School of Education, University of Pittsburgh, December 11, 1967.

[2]Carroll, Donald M., Jr., "The Curriculum and the Middle School." Paper presented at Conference, University of Pittsburgh, December 11, 1967.

adopt the middle school program as a means of getting on the band wagon. Both concerns should be empirically explored with more comprehensive research designs within the not-too-distant future.

In summary, the middle school concept represents a real effort to provide a new kind of school organization. The implementation of such a program, it is said, should modify the interpersonal and structural relationships within and between teachers, students, and parents.

It is the intent of this evaluation to first provide an empirical assessment of whether the kinds of interpersonal relationships that do occur approximate those described in the literature on the middle schools. Secondly, an attempt will be made to determine if there are difference between the middle school program and the functioning of the more traditional junior high school program.

In order to do this, the following groups are to be investigated: middle school and junior high school teachers, middle school and junior high school students, and parents of middle school and junior high school students. The remainder of this section on Related Literature shall be focused upon that literature which best indicated what the expectations are for each of the above roles.

Staff Roles: Major Expectations

There appears to be a rather unique problem regarding the selection and retention of teachers at the junior high and middle school levels.[1] It seems as if there is a peculiarly high rate of teacher

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[1]Personal communications with junior high school principal and the middle school principal cooperating in conducting this evaluation.

turnover in these kinds of schools: this is often attributed to the movement to other age-arade levels. In addressing themselves to this problems, a number of principals have concluded that certain personal qualifications and specialized training are needed for those staff members who work at this grade level.[1] The major consideration is that such teaching assignments should not be viewed as training ground for other grade levels; neither should it be seen as a place for the placement of either "promoted" elementary staff or "demoted" senior high school staff members. Vars[2] has made the observation that one's effectiveness as a junior high school teacher depends as much on personality as training, but many people with different types of personality find happiness and success at this level. As has been demonstrated by Erickson and associates[3], however, happiness and success - as indicated by teachers' reported satisfaction with their jobs, the types of students assigned to them, parental cooperation, and teaching as a career - has little to do with whether or not a teacher later chooses

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[1]Vars, Gordon F., Guidelines for Junior High and Middle School Education: A Summary of Positions, National Association of Secondary School Principals, Washington, D. C. 1966, P. 5. Mills, George E., The Middle School, Michigan Association of School Boards, University of Michigan, Pp. 9-10. Grooms, M. Ann, Perspectives on the Middle School Columbus; Charles E. Merrill Books, Inc., 1967, Pp. 45-53.

[2]Vars, Guidelines, op. cit.

[3]Erickson, Edsel L., Jacobs, George W., Johanson, Judith J., and Robin, Stanley, Teacher Mobility, Teacher Dropout and the Expectations of Family and Friends, Office of Education: Bureau of Research, U.S. Dept. of Health, Education and Welfare.

to remain in a school setting. Nevertheless, a number of authors[1] have maintained that since the junior high school has beeen an imitation of the senior high school with the burden of being a "junior" or lower status school, teachers may be as eager as are students to advance into the senior high school setting.[2] For teachers, then, one of the features of the middle school program is that a new social status would be appended to the teaching position which is more nearly in line with that of other elementary and secondary teaching positions.

In this administrative attempt to enhance the prestige value of the middle school teaching role, there is a more or less explicit assumption that middle school teachers will be more likely to be satisfied with their teaching position, more likely to look favorably upon middle school grade level assignments, more likely to be satisfied with the kinds of children they teach, and - perhaps more important - less likely to either plan or desire to leave to obtain a teaching position in either the elementary or senior high school grade levels. Alexander[3], in fact, has suggested a few hypotheses that appear useful in testing these assumptions.

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[1]Livingston, A. High, "The Middle School." Illinois Education (April 1968). Blakley, op. cit. Alexander, William A., and Williams, Emmett L., "Schools for the Middle Years." Educational Leadership, 23 (December 1965) 217 - 223. Kittel, op. cit.

[2]Kittel, op. cit.

[3]Alexander, William M., et. al., The Emergent Middle School, New York: Holt, Rinehart and Winston, Inc., 1969, Pp. 143-144.

The extent to which teachers in any school may be characterized by the above kinds of attitudes may vary by age, sex, prior experience and training. Nickerson[1], for example, has found that the holding power of the junior high school is particularly weak among young teachers of both sexes, but especially so with men. Although teachers past 40 with many years of experience often expressed the least satisfaction with their work, they were more apt to regard junior high teaching as a permanent career and to plan on remaining until retirement. Will these kinds of variables still obtain within the middle school setting? If so, to what extent do they differ from those in the junior high school setting? Given the amount of attention that has been given to enhancing the social status and occupational prestige at this level[2] - even if by only changing the name of the program from "junior" to "middle"[3] - it can be surmised that middle school teachers should be more likely to view theirs as being a more satisfactory and rewarding experience.

The middle school concept has been developed at the same time that a number of other innovations have been adapted in education. One of these is team teaching. In the two schools selected in this sample,

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[1]Nickerson, Neal C., Jr., "Junior High Schools Are on the Way Out." Barnett, et. al, The School in the Middle, op. cit., Pp. 51-52.

[2]Conant, op. cit. P. 62.

[3]Zdanowics, Paul J., "Analyzing Trends in School Reorganization: The Middle School and the Junior High School." The School in the Middle, Barnett, et. al. (Eds), op. cit., P. 18.

the middle school employs a variation of this practice while the junior high school does not. The West Middle School teacher teams are composed of professionals who represent various academic specialties.[1] Of paramount importance in team teaching is the establishment of group rapport. Team members, it is said, should share in the appointment of additional or replacement personnel; individuals who cannot work with the team should be removed as soon as possible.[2] Grooms[3] states that in the ideal middle school population of from 700-800 students, each teaching team should deal with a given sub-population of from 90-100 students. Other authorities[4], however, indicate that each t teaching team should work with a group of approximately 150 children - this is similar to the number of students in each group assigned to the West Middle School teacher teams. West Middle School teachers who are on teams share in teaching the students assigned to them and in the planning of their students curricular activities.[5] It is acknowledged

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[1]Grooms, op. cit. P. 65.

[2]Ibid.

[3]Ibid.

[4]Report of the Intermediate or Middle School Committee, Barnett, et. al. (Eds.), The School in the Middle, op. cit. P. 247.

[5]DeHaan, Ross, Oral presentation at Junior High and Middle School Staff In-Service Program, West Middle School, Grand Rapids, Michigan, December 3, 1969.

that such an interdisciplinary effort in curricular planning is difficult, for most anticipatory training has been in the area of planning at the individual classroom level.[1] Furthermore, with regard to the concept of team teaching itself, Williams[2] states that there are three stages: (1) team members are initially enthusiastic, but are generally dependent upon on individual who emerges as a "leader", (2) disenchantment with the leader or with the team, and (3) finally a kind of interdependence which should promote the desired kind of rapport. If this is true, it indicates a major limitation of this study, for it cannot be determined just which "stage" any one of the West Middle School teacher teams might be in - to do so would, of course, entail a longitudinal analysis. However, with the right kinds of questions, we can provide some assessment of whether or not the team members are interdependent and do approximate the final stage of team development.

In the West Middle School, the teacher teams meetat least once a week; some may meet each day.[3] As a team, the participants discuss with each other such problems as student attendance, classroom behavior, academic performance, etc. In this way, each teacher is said to have a pretty good idea about what other teachers are doing with the commonly

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[1]Williams, Emmett S., "What is the Middle School For?" Paper presented at Junior High and Middle School Staff In-Service Program, West Middle School, Grand Rapids, Michigan, December 3, 1969.

[2]Ibid.

[3]DeHaan, op. cit.

assigned students. Attendance at the team meetings is not mandatory, but few teachers are absent. It is acknowledged that there are differences between teams: some seem stronger than others. It is felt that there is a strong peer group pressure which is brought to bear upon those who are considered to be "weak" team members; the administration, however, does not exert any influence in this area.

These kinds of team activities, then, would lead to the expectation that there would be different kinds of responses between junior high and middle school teachers to questions about how informed they are about what other teachers are doing with their students, the competency of other staff members, the cooperation and help that they receive from each other, and faculty attitudes towards and information about the students. More importantly, there should be differences in attitudes about how decisions are made on curriculum matters, pupil discipline matters, and in the satisfaction that teachers have regarding their relationships with students.

Another major role expectation attributed to the middle school teacher is that this teacher should serve as a kind of role model. Eichhorn[1]. claims that each child needs at least one adult at school to whom he can go for information and assistance regarding any problem which relates to his participation in the school program. Grooms[2] claims that

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[1]Eichhorn, op. cit.

[2]Grooms, op. cit., P. 32

teachers may readily become confidants of middle school students. The West Middle School Steering Committee[1] states that the middle school student may become a hero-worshipper of someone with whom he can identify. Consequently, it is held that classroom teachers will be basic guidance workers because they will have the closest and most continuing relationships with the pupils in the group assigned to them.[2]

The whole question, i.e., whether the teacher does become a significant other to the student, can only be determined by asking the students themselves. If, however, the West Middle School does function in accord with the middle school philosophy in this area, students should frequently name teachers as being important to them and concerned about them. Again, if the middle school type of social organization differs from that of the junior high school, there should also be differences between the responses given by the two student bodies.

In essence, there appear to be three kinds of expectations that are held for the middle school teacher. Certainly, many different expectations are attached to this role, but a review of the related literature - as indicated by the frequency and length of discussions - leads to the tentative conclusion that the following expectations are of particular importance for teachers employed in a middle school program:

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[1]The West Middle School Steering Committee, Why, Who, How?, Grand Rapids Public Schools, Grand Rapids, Michigan, 1969.

[2]Report of the Intermediate or Middle School Committee, op. cit., P. 247

1. Teachers in a middle school program should be more likely to perceive greater social status and occupational prestige assigned to their occupational positions. This should lead to greater job satisfaction as compared with junior high teachers.
2. Teachers assigned to a team in a middle school program should feel as if they are more informed about what other teachers are doing with their students; they should express greater satisfaction with the way in which decisions are made; and they should be more satisfied with personal relationships with other teachers and between teachers and students.
3. Teachers should function as a role model, or as an academic significant other for their students.

These three major expectations, as derived from the literature, shall serve as the major guidelines for evaluating the West Middle School teaching staff. Although all of these topics have been treated rather extensively in the literature, Vars[1] and Kittel[2] agree that only rarely have teachers themselves ever been asked to offer their opinions on the middle school concept.

Student Roles

If there is any single point on which all advocates of either junior high schools or middle schools have achieved consensus, it is

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[1]Vars, Gordon F., "Change - and the Junior High." Educational Leadership, 23 (December 1965), Pp. 187-198.

[2]Kittel, op. cit.

that pupils of this age level are somehow unique and therefore should be placed in a unique school. Generally, middle school age students are portrayed in terms of unique physical, emotional, social and developmental characteristics:

> These young people, ranging in age from 11 to 15, are a very special group in terms of growth and development. They differ markedly from each other in height, weight, rate of growth, sexual maturity, social development, academic skills and interests. Moreover, most of them are changing rapidly in all these respects. Young adolescents seek to belong, to conform to their peer group, and to withdraw from adults: yet they want and need help of sympathetic adults. They have special fears and problems. At the same time they concerned about ideals and ethical concepts; they are eager for social service. It is important that there be a particular school available for boys and girls going through this period in their lives.[1]

Most writings[2] on middle school and junior high school age students concur at this point: such pupils are somehow different and their schools should be different somehow. Furthermore, if it may be said that there is any one universal expectation that is held for the role of the middle school student, it is that he is a perrenial potential problem:

> Children attending the intermediate or middle school, ages 10 to 14, will be living through the turbulent years of

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[1]Vars, Guidelines, op. cit. P. 1.

[2]The West Middle School Steering Committee, Why, Who, How? op. cit.; Kittel, op. cit.; The Middle School, Saginaw Township Community Schools, June 1966. "Proposed Middle School Philosophy, " Grand Rapids Board of Educationa, March 1, 1967. Eichhorn, op. cit.

> preadolescence and early adolescence. They will be subject to conflicting desires for independence and for belonging to a group. At the same time that they will be seeking self-realization, they will be reaching out to others to obtain and give peer support. Physical growth will be swift and dramatic, creating internal personality conflicts which will require adult guidance. This will also be a time when boys and girls will begin to think of themselves in adult roles. When the youngsters find their models, they will usually borrow the values and ideals of those whom they have made their heroes. These young adolescents have high ideals great optimism, and deep concern for other people and other problems.[1]

Furthermore:

> The emotional needs of children at all economic levels resulting from the insecurities and tensions accompanying urban family life today, and changes in family structure and responsibilities will have a marked effect on the growth of the children and programs or the school.[2]

Consequently, students of these ages are grouped together, not because of homogeneity, but because of their extreme unlikeness, i.e., physical development, emotional and social maturity, intelligence "spurts" and "lags", etc. On the other hand, these kinds of children are said to be similar to each other with respect to restlessness, noise-making ability, and rebellion against adult authority.[3]

Thus, it may be said that there are two different kinds of expectations for the role of the middle school student: he is likely

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[1]Report of the Intermediate or Middle School Committee, op. cit., P. 243

[2]Loc. cit., P. 244

[3]The Middle School, Saginaw Township, op. cit

to be a particularly troublesome type of individual, but he is somehow peculiarly susceptible to the influence of an adult role model. One of the hopes for an expanded grade level range, then, is that a three year institution provides more time for a young person to establish an identity with the school; in a two year institution, it is said that both teachers and students are likely to be handicapped in getting to know each other, particularly since one half of the students are new each year.[1] With the middle school type of social organization, each student should become well known in all respects by a least one teacher.[2] If, in fact, this does occur, then it would be expected that middle school students would be more likely to state that they have a favorite teacher than would junior high students. Further, they should be more likely to name a teacher as being one of the persons concerned about how well they do in school. Again, they should be more likely to indicate that they would go to their teachers if they had problems with their school work. If, with regard to these issues, there are no differences between middle school and junior high school students, then it may be surmised that the two different kinds of school social organizations do not exert any differential impact upon student behavior.

Another major characteristic attributed to thes kinds of students - a trait which may also be viewed as a role expectation - has to do with

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[1]Vars, Guidelines, op, cit.

[2]Loc. cit. P. 10

the importance of the peer group. Williams[1] has indicated he felt necessity that school programs should account for this influence, i.e., there is a need to structure and re-group students to break up clique formations and to provide a variety of contacts. The West Middle School[2] has also formally acknowledged the importance of the peer group. If the middle school program does alter the impact of the peer group's influence, what kinds of differences might be reflected in student affect? For example, Vars[3] states that pupil progress may be indicated by (1) evaluating the student in terms of his own past achievement, (2) comparing his performance with that of other students, or (3) measuring his performance against a set of accepted standards. Vars rejects the second and third alternatives, but do students? Are students' perceptions of reference group expectations for achievement modified by the middle school program? In other words, is the middle school student less likely than his junior high counterpart to feel that his peer group attaches a great deal of importance to the grades that he receives? If the middle school type of social organization does function in accord with its philosophy, then it would be expected that middle school students would report that their peer group attaches less importance to grades than would their junior high school contemporaries. Again, they should be

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[1]Williams, "What is the Middle School For?", op. cit.

[2]The West Middle School Steering Committee, op. cit.

[3]Vars, Guidelines, op. cit., P. 13.

more likely to state that their teachers and their parents place less emphasis upon the importance of getting high grades or upon the importance of doing better than one's classmates.

Finally, given the importance attached to the role of the parent, it would be expected that middle school students would perceive their parents differently than would junior high students. More specifically, they should perceive that their parents maintain higher conditions of surveillance of their academic behavior in that they should be more likely to indicate that their parents are well-informed about what they do in school.

In summary, as derived from a review of the literature, the following would appear to be the major expectations attached to the role of the middle school student. These items shall serve as the major guidelines for evaluating the effects of the middle school type of social organization as it effects students:

1. Students in a middle school type social milieu should be more likely to select a school staff member as one who is important to self than are junior high school students.
2. Middle school students should be less likely than junior high school students to feel that their peer group assigns importance to grades as an indicator of academic performance.
3. Students in the middle school social milieu should be more likely than junior high school students to state that their parents are well-informed about what they are doing in school.

4. Students in the middle school social milieu should be more likely to indicate feelings of "belonging" to their school.

It may be noted that little has been said about achievement. The major emphasis is upon certain attitudinal configurations - the basis of this report. In nearly every educational innovation, however, there is the implicit assumption that certain individual cognitive components shall be enhanced. To make education more meaningful is an attempt to increase student motivation. To increase motivation is one way of enhancing academic achievement. Therefore achievement, as measured by standard tests, shall be one objective criterion for assessing the impact of the middle school type of organization. Alexander has formulated an hypothesis in this area.[1]

Parental Roles

In the literature, little has been said on the subject of parents. In general, the claims are made that the middle school must recognize the existence of parental needs and attitudes; but a cautionary note is sounded that parental attitudes toward schools and school programs are often the result of the previous educational experiences of the parents, the reading they may have done, and the general feelings toward education that may be held by different ethnic groups.[2] Grooms[3] indicates that the

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[1] Alexander, et. al., The Emergent Middle School, op. cit.

[2] Grooms, op. cit., P. 31.

[3] Loc. cit., P. 32.

exchange of information between parents and schools is of primary importance, i.e., the school must rely heavily upon the parent for information about the student and, in turn, the parent may have to rely upon the school not only for reports on educational development but also for other information about their children.

Consequently, it may be adduced that the major expectation attached to the role of the parent of the middle school student is that he should be more likely to feel that he is informed about what his child is doing in school.

Parental attitudes, however, may be shaped by their perceptions of the performances of the foles of the school staff and of their children. Therefore, it might be expected that their attitudes toward the school and toward their children might be different from those of the junior high school students with regard to the following entities:

1. Parents of middle school students should be more likely to state that their children have a "favorite" teacher.
2. Given that the middle school social milieu is more likely to facilitate students' feelings of "belonging", parents should be more likely to indicate that their children look forward to going to school each day, that their children really want to go to school (and on to high school if the middle school does serve as a better means of transition) and that their children are more likely to talk about the work they do at school.
3. Given that the middle school program requires that the students work at their own capacity, parents of middle

school students should be less likely to state they they feel the work is either too hard or too easy for their children.

4. Given that the objectives of the middle school program have been comunicated to the parents, they should be more likely to feel that other things in school are more important than grades and less likely to stress the importance of obtaining high grades (e.g., B's or better) for their children.

CHAPTER III

METHODOLOGY

The Research Setting

Grand Rapids, Michigan is a large midwestern industrial city with a total population of approximately 205,000 people. The Grand Rapids Public School System serves a population of more than 34,000 students; this number accounts for around 60% of all students, however, since the remainder attend either private or parochial schools.

In 1966, the Grand Rapids Board of Education decided to adopt the "middle school concept" as a part of the educational organization of the Grand Rapids school system at the suggestion of Dr. Donald J. Leu of Michigan State University.[1] The middle school was to embrace the 6th, 7th and 8th grades, leaving elementary schools with a K-5 grade pattern and restoring the senior high school to a four-year 9-12 institution. The junior high school designation would be abandoned where middle schools were established. Since only a few schools in the nation had adopted this concept in 1966, this was truly considered to be a pioneering effort.

The Middle School

The particular middle school program that is the subject of this evaluation was implemented in a building which was once a high school facility. The large, ancient building varies considerably

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[1]Your Grand Rapids Schools, Grand Rapids Board of Education, November 1966, Pp. 3-4.

from the kinds of building specifications which are generally recommended in the guidelines for middle school programs. The administrative staff, however, feels that buildings per se are incidental to the program. A few modifications have been made in order to create conditions more suitable to team teaching. Regarding materials and supplies, however, the school is reported to be "wealthy."

One consideration which, according to Barker and Gump[1], may limit the effects of the program and the inferential value of this evaluation, is that the West Middle School is nearly twice as large as the population generally recommended for middle schools; there are nearly 1600 students in the West Middle School. The staff members assert that the socioeconomic status backgrounds of the students cover a broad spectrum and, as such, represents the community population. This also appears to be the case in racial composition in that non-whites constitute approximately 12% of the student population at the middle school; this closely reflects the total community non-white population.

The West Middle School staff consists of a principal, two assistant principals, four counselors, seventy six teachers and thirteen teacher aides as well as other supportive staff members, e.g., school nurse, home school agent, etc.

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[1]Barker, Roger, and Gump, Raul, Big School, Small School, Stanford, Calif.: Stanford University Press, 1964.

Most of the teachers are assigned to teams, depending upon subject matter and grade level. A basic team at the 8th grade level consists of a representative from each of the following areas: humanities, social studies, language, science and mathematics. These teachers work with a counselor who does large group counseling with the students. At the seventh grade level, the team consists of two "fuse" teachers (each of whom teaches English and geography), one science teacher, and one mathematics teacher. This team also works with a counselor. There are no sixth graders in this school.

During the first year that the teacher teams were employed, teachers were arbitrarily assigned to their teams. Although there were few recorded complaints from the teachers, some did state their desire to work with other teachers the following year. Consequently, for the current academic year, teams were composed on the basis of teachers' requests. Again, there have been few complaints registered by team members.

Each teacher has a daily work preparation. During one period each week, the teams meet to discuss the school work of the 150 students that each team deals with, i.e., curricular innovations, individualized instruction, and other means of best meeting the needs of each student. There are some teams which meet even more often.

Students are assigned to the teacher teams on a random basis with the exception of a few cases in which there are foreseeable problems between students and teachers. There are 20 different "sections" of students, known as Sections A-T. Sections A-R, consisting of 150 students each, are all assigned to teacher teams. There are about 50 seventh graders and 50 eighth grade students - known as Sections S and T - who have not been assigned to teacher teams since there were not enough faculty members to constitute an additional team for these students. According to the administrative staff, these individual students progress through the grade levels in a manner quite similar to that of the traditional junior high school program. Although it is said that the method of assigning and working with students is such that no single student has specific knowledge of whether or not he is under the supervision of a particular teaching team, the school staff members feel that the "S" and "T" students contribute the largest share of behavioral problems, even though they have been randomly assigned to their status; but it is said that these two sections cannot be examined as adequately as are the other sections.

Another innovation contained in the West Middle School Program is that the students are permitted to take a simultaneous "break" of ten minutes each day. Based on the assumption that since adults are granted and enjoy a coffee break during given periods of the day, all students are released from all classroom obligations during

a ten minute period. Only a few violations of this privilege have been recorded; in such cases - which generally occurred while the situation was yet novel - the privilege is withdrawn from the individual rather than from any specific groups of students. Another practice has been that of providing an independent, unsupervised study hall for the ninth graders. The same disciplinary policy has been followed and there have been only a few individual violations of this privilege.

Seventh and eighth graders participate in intramural athletics; ninth graders have the opportunity to play on athletic teams which compete with other schools. West Middle School has a school band comprised primarily of ninth graders and some qualified eighth graders. Generally, it may be said that the West Middle School is in line with the middle school philosophy in that the importance of these kinds of events for middle-school age students is de-emphasized.

In accordance with the middle school concept, there is a de-emphasis upon academic competition: there is no honor society nor an honor roll which officially recognizes superior scholastic performance.

Finally, there is no tracking or ability grouping in any subject or in any of the grades.

The Junior High School

The junior high school selected as a "control group" on the basis of estimates made by principals and other administrators about the comparability of student populations serves a considerably smaller population of around 900 students. The smaller size of this school may limit the inferential value of this study for, as Barker and Gump[1] suggest, student participation and involvement may be a function of the size of the school.

The school plant itself appears to be considerably newer and in better condition than that of the West Middle School.

Students in this junior high school are assigned to classes on a random basis, similar to that of the West Middle School. Since students are not grouped on the basis of ability nor along other dimensions, it may be assumed that data collected from these junior high school classrooms may be roughly comparable to that obtained from the middle school students.

The junior high school selected for this study also has an experimental orientation, particularly in the areas of mathematics and science; teachers in these two areas have designed and implemented their own experimental projects.

The primary staff consists of one principal, two counselors and 49 teachers. There are no teacher aides. As compared to West Middle, this school consists of an "old" staff and a "new"

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[1] Barker and Gump, op. cit.

principal, a fact which places additional limitations on the conclusions of this study.

The junior high school places about the same amount of emphasis upon athletics and music as does the middle school. In music, students may play in the junior band or in an orchestra. Seventh and eighth grade students may participate in intra-mural sports; ninth graders may join athletic teams which compete against other schools.

The above description provides some justification for the assumption that the junior high school which has been selected as a "control group", while similar to the middle school in many respects, may be viewed as one which operates along the lines of the more "typical" junior high school program. One major exception concerns the composition of the student population, for this facility also serves approximately 400 elementary students.

Data Collection

Teachers

On February 2, 1970, the principal investigator and the principal of the junior high school met with the junior high school teachers to explain the part that their school would play in the evaluation of the "middle school concept." They were given the chance to examine the questionnaires and, after some discussion about different questionnaire items, the teachers were released and

were requested to return the completed questionnaires to the principal's office within three days. Of the 45 questionnaires which were distributed, 39 were returned. One of these was incomplete; therefore, the total junior high school teacher sample is 38. As a group, these teachers encompass a rather broad spectrum in terms of age, experience, longevity in the school, socioeconomic status backgrounds, and college training.

On February 2, 1970, the principal investigator delivered the teacher questionnaires to the assistant principal at the West Middle School. Since the middle school teachers have been rather extensively involved in the planning of the program, it was felt that a formal presentation to these teachers would be redundant. The assistant principal personally distributed the questionnaires to the teachers; 45 were completed and returned.

As a group, these teachers are slightly younger than the junior high school teachers, but there is considerable variation within the group. In terms of years of teaching, number of schools taught, and longevity in the present school system, this group of teachers might be said to be somewhat less experienced than are the junior high school teachers. Since the middle school program has only existed for two years, the middle school teachers have had only that much experience in their present setting; one third (13) of the junior high school teachers have been in their present school longer than two years. There appears to be little difference between the two groups of teachers in terms of socioeconomic status backgrounds.

Students

Since each class at the West Middle School is comprised of students which have been selected on a randomly assigned basis, the administrators feel that each class represents a cross-section of each grade level. Therefore, the sample of the West Middle School students has been drawn by randomly selecting classes at each grade level. This was done in such a manner as to ensure the selection of approximately 50 seventh graders and 50 eighth graders.

Although the junior high students are assigned on the basis of machine - scheduling (eighth grade) or on a representative, proportional distribution based upon achievement, the principal indicated that there appears some differences between the kinds of students who are in the different classes; this would reduce the likelihood that the selection of any particular class could be assumed to be representative of any given grade level. Consequently, classes were selected on a random basis in such a manner as to ensure a total sample size of approximately 200 seventh and eighth grade students. Questionnaires were administered to all of these students and then a sub-sample of 50 seventh graders and 50 eighth graders - which corresponds with the middle school student sample - was randomly selected to serve as the "control group."

Parents

In both schools, 25 seventh graders and 25 eighth graders who completed questionnaires were identified in order that comparable data might be obtained from their parents. This provides a total population of 80 parents of junior high and middle school students. A team of graduate students enrolled in the Sociology of Education Spring Research Internship Seminar at Western Michigan University interviewed the parents to obtain parental data on attitudes and opinions about the respective schools, their children's futures, and other information.

Analysis of Data

Teacher Questionnaire Data (See Appendix A)

Three major statistical analyses have been conducted on the teacher questionnaire data. These analyses were performed on the IBM 360 and the IBM 1620 computers at the Computer Center at Grand Rapids Junior College.

The first statistic to be employed is θ (theta),[1] a coefficient of differentiation which describes the association between one nominal scale (in this case, which school the teacher is employed in) and one ordinal scale (teachers' responses to questionnaire items Nos. 18-41 as classified on a seven point scale ranging from Very Satisfied to Very Dissatisfied - see Appendix A). Theta,

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[1]Freeman, Linton C., Elementary Applied Statistics, John Wiley and Sons, New York, 1965, Pp. 108 - 119.

in each case, describes the percentage of the comparisons among individuals from each school who show consistent differences in levels of satisfaction.

The second statistic, Guttman coefficient of predictability or lambda (λ)[1], is used for questionnaire items Nos. 42 - 47 in order to describe the association between two nominal scales, i.e., school of employment and acceptance/rejection of various occupational alternatives. In these cases, the calculation of λ_a indicates what percentage of errors would be eliminated in guessing which schools the teachers worked in if we had the knowledge of whether they would accept or reject the various occupational alternatives suggested to them. The calculation of λ indicates what percentage of errors would be eliminated in guessing either of the two variables (i.e., school and acceptance/rejection) if we did, in fact, have a knowledge of both variables.

The third statistic, eta $(\eta)^2$, is a correlation ration which describes the association between a nominal scale (school) and an interval scale (in this case, teachers' estimates of the percentage of students which may be characterized by the descriptions provided in questionnaire items Nos. 48 - 63.). Eta indicates the percentage of the variation in teachers' responses which can be predicted by the knowledge of which school they are employed in.

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[1]Loc. cit., Pp. 71-78

[2]Loc. cit., Pp. 120-130.

Since it is the objective of this evaluation to determine whether or not the middle school program approaches the formal objectives of the middle school concept by (1) measuring the extent to which role performances approach role expectations and (2) measuring the extent to which there are differences between the middle school and the junior high school, most of the findings as reported in this project pertain to broad differences. In other words, most of the analyses and the interpretations of the analyses refer to the total population of the middle school and the junior high school. To provide a more comprehensive picture of differences both within and between the two schools, the samples should be more extensively analyzed to determine if there are differences between teachers when such factors as age, amount of education, future plans, socioeconomic background, sex, experience, socioeconomic status of referrent groups, etc., are taken into consideration. However, it is assumed that, as groups, the middle school teachers are roughly comparable to the junior high school teachers. Hence most findings are reported in terms of differences between, and not within, the two groups.

Student Questionnaire Data

Since ordinal scales were generally employed to assess student attitudes, the theta (θ) statistic was used.

Parent Interview Data

The Theta (θ) was also used to compare ordinal data gathered from parents of middle school and junior high school students.

CHAPTER IV

FINDINGS

The Teachers

As has been discussed in the section on the Related Literature, one of the concerns of many junior high and middle school principals is that of recruiting teachers who desire to teach students in this age-grade range. Similarly, one objective of the middle school philosophy is to create conditions such that teachers will choose to remain in these grade levels. These considerations constitute the basis for the following basic research questions about teachers' vocational preferences and role satisfactions.

Basic Question, One

Are there differences between middle school and junior high school teachers with regard to which grade levels they would prefer to teach in? In an attempt to ascertain such group differences, the following questions was asked:

> If you had your choice, which grade level would you MOST LIKE TO TEACH? (See Appendix A)

The responses to this question were distributed in the following manner:

	Preschool to Grade 5	Middle Years (6-9)	High School (10-12)	College	Don't Know or Other Work
Junior High	5	8	8	6	10
Middle School	1	20	8	9	7

Answer: Middle school teachers are more likely to prefer teaching students of the middle school age-grade level than are junior high school teachers. Junior high school teachers are considerably more varied in their responses as to which grade levels they would desire to teach. Due to the fact that no data were collected at the inception of the middle school program, no conclusions can be made as to whether group differences are a result of selective recruitment, variations in organizational climate, or both.

$\lambda_a = .189$ Interpretation: A knowledge of teachers' preferences for grade levels will eliminate 19% of the errors we would make in guessing whether a teacher taught in a middle school or in a junior high school. This suggests that there is some association between a teacher's preferred grade level and the kind of educational program one is employed in, i.e., junior high or middle school.

$\lambda = .098$ Interpretation: A knowledge of both variables, i.e., preferences and place of employment, eliminate only 10% of the error we would make in guessing one from the other. Teachers' preferences are more useful for guessing the kind of school than the kind of school is for guessing teachers' preferences.

Basic Question, Two

Are there differences between middle school and junior high school teachers as to whether they would prefer to teach in different kinds of age-grade organizational set-ups? To determine such differences, the following question was asked:

> If you had your choice, in which of the following arrangements would you MOST like to teach? (See Appendix A)

The responses, which ranged from middle school to junior high to "other", were distributed as follows:

	Middle School	Junior High	Other (Elem-H.S.)
Middle School	30	5	11
Junior High	7	14	14

Answer: Middle school teachers are quite likely to prefer teaching in a middle school program; but there are those who would like to teach the 6th grade in an elementary setting or to teach 9th grade in a high school setting. Junior high school teachers are quite likely to prefer to teach in a junior high school setting - an equal number, however, would prefer to shift to either an elementary or a high school arrangement.

$\lambda_a = .378$ Interpretation: A knowledge of which kinds of arrangements teachers might prefer for teaching grades six through nine will eliminate nearly 38% of the errors we would make in guessing which kind of school the teacher works in. This suggests that there is a considerable relationship between whether teachers prefer a middle school program or a junior high school program and whether they are currently employed in a middle school or a junior high school arrangement.

$\lambda = .277$ Interpretation: A knowledge of both variables, i.e., preferred program arrangements and present teaching position, eliminates nearly 28% of the errors that could be made in guessing one variable from the other. A knowledge of teachers' preferences for working in a junior high school or a middle school, however, is more useful for guessing current position than position is for guessing preferences.

Basic Question, Three

Are there differences between middle school teachers and junior high school teachers in their perceptions of how many and what kinds of changes should be made in their schools? To examine such differences, the following question was presented:

> Which of the following statements best describes the school where you are now employed?((Ses Appendix AO

Responses to descriptive statements were distributed as follows:

School Needs:	Number of Radical Changes	Minor Modifi-cations	Functions as well as Possible	Little Need for Change
Middle School	10	22	9	4
Junior High	12	14	7	1

Answer: Both middle school and junior high school teachers are likely to feel that changes could be made in their schools. There is little difference, however, between the two groups of teachers about the number and kinds of changes that should be made in their respective schools.

$\lambda_a = .05$ Interpretation: The knowledge of teachers' opinions about the quality and quantity of changes needed in their schools would eliminate only 5% of the errors we would make in guessing which schools the teachers were employed. There appears to be little relationship between teachers' opinions on needed changes and whether they are employed in a middle school or a junior high school.

$\lambda = .08$ Interpretation: The knowledge of both variables, i.e., perceptions of needed changes and school of employment, eliminates only 8% of the errors we would make in guessing each from the other. This is only a slightly stronger relationship than that obtained with only the knowledge of teacher attitudes. Thus, it is concluded that the variable of teachers' opinions about necessary changes is of little utility for explaning differences between the middle school and the junior high school program.

Another way of assessing whether or not the middle school program may modify teachers' inclinations to make an educational career out of the middle school age-grade levels is to examine the differences between middle school and junior high school teachers' responses to various kinds of proposed employment opportunities. It may be tentatively assumed that teachers' responses to various occupational alternatives may provide some indication of their satisfaction with their present working conditions, i.e., their general attitudes toward their present school, the kinds of students that they teach, and the Grand Rapids Public School System in general. Based upon these considerations, the following general research questions were asked of both middle school and junior high school teachers.

Basic Question, Four

Are there differences between junior high school teachers and middle school teachers as to whether or not they would like to remain in their present schools for the remainder of their occupational careers? To assess such differences, the following question was asked:

> How desirous would you be to accept the opportunity of remaining a teacher in your present school for the rest of your educational career? (See Appendix A)

The responses were distributed as follows:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	17	8	8	8	4
Junior High	7	15	13	1	2

Answer: Middle school teachers are more likely to accept the opportunity to choose their school for a career than are junior high teachers; but the majority of both groups would tend to reject such an opportunity. Of the total population, however, nearly 25% are uncertain.

$\lambda_a = .315$ Interpretation: There appears to be a difference between middle school and junior high school teachers in whether or not they would choose to remain in their present school. Knowledge of teachers' acceptance or rejection of their school as a career opportunity eliminates nearly 32% of the errors we would make in guessing which schools the teachers worked in.

$\lambda = .206$ Interpretation: Knowledge of both variables, i.e., acceptance/rejection and school of employment, eliminates less than 21% of errors we would make in guessing one variable from the other. Therefore, it may be concluded that teachers' acceptance/rejection predicts school better than schools predict teachers' acceptance or rejection of this kind of a career opportunity.

Basic Question, Five

Since there appears to be a difference between the two groups of teachers regarding the selection of their present school as a career opportunity, the question may be asked as to whether one group may be more likely than the other to prefer placement in a "better neighborhood." To examine this possibility, the following question was posed:

> How desirous would you be to remain a teacher in your present school system for the remainder of your educational career, but move to a school in a "better neighborhood.?" (See Appendix A)

The responses were:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	14	11	11	8	1
Junior High	8	6	15	8	1

Answer: Middle school teachers and junior high school teachers do not differ with regard to whether or not they would choose the opportunity of staying in their present school system if given the chance to teach in a "better neighborhood." Both groups of teachers are likely to reject such an opportunity or, at best, to be uncertain about accepting it. An equal number from each group would probably accept such an opportunity.

$\lambda_a = .048$ Interpretation: Knowledge of whether or not teachers would accept such an opportunity would eliminate less than 5% of the error that would be made in guessing which school the teachers were from. There seems to be little if any relationship between teachers' tendencies to accept or reject this kind of opportunity and the kind of school that a teacher works in.

$\lambda = .073$ Interpretation: Knowledge of both variables, i.e., acceptance/rejection and school, eliminates only 7% of the errors we would make in guessing one variable from the other. Although this is slightly better than the reduction of error obtained with only the attitudinal variable, the relationship is still of little predictive value.

Basic Question, Six

As has been discussed, there is a difference between the two groups of teachers regarding whether or not they would make a career out of their present jobs, and there is no difference between them in their acceptance of a teaching job in a "better neighborhood." The majority of both groups would either reject or be uncertain about both alternatives. This leads to the question as to whether the two groups may differ when presented with the opportunity of remaining at the middle school age-grade level for the remainder of their careers. Consequently, the following question was asked:

> How desirous would you be to accept the opportunity of remaining a teacher at your present grade level (s) for the remainder of your educational career? (See Appendix A)

The responses to this question were distributed as follows:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	15	5	11	8	6
Junior High	7	11	13	5	1

Answer: There is a difference between middle school and junior high school teachers in their acceptance and rejection of the opportunity to remain at their present grade levels throughout the remainder of their careers. While there appears to be considerable uncertainty in both groups, and while many teachers in both groups would tend to reject such an opportunity, the middle school teachers are considerably more likely to choose to remain at their present grade levels.

$\lambda_a = .216$ Interpretation: Knowledge of whether teachers would accept or reject the chance to remain at the middle school grade levels for the rest of their educational careers would eliminate nearly 21% of the errors we would make in guessing which schools they worked in.

λ = .126 Interpretation: Knowledge of both variables, i.e., acceptance/rejection and school, eliminates less than 13% of the errors we would make in guessing each from the other. It may be concluded that knowledge of teacher attitudes is a better predictor of their schools than schools are for predicting their attitudes.

Basic Question, Seven

Is there a difference between the two groups of teachers with respect to whether or not they would go to another school system if they had the chance to obtain more money? To measure such differences, the following question was asked:

> How desirous would you be to obtain a higher-paying teaching job in another school system? (See Appendix A)

Teacher responses to this question were distributed in the following manner:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	9	3	15	15	3
Junior High	5	8	9	8	8

Answer: There seems to be a relationship between the acceptance or rejection of this kind of an occupational alternative and the kind of schools the teachers work in, but there is a considerable amount of uncertainty in both groups.

λ_a = .263 Interpretation: Knowledge of whether teachers would accept or reject a higher paying job in another school system would eliminate up to 26% of the errors we would make in guessing which school they taught in.

λ = .126 Interpretation: Knowledge of both variables, i.e., attitudes and school, eliminates less than 13% of the errors we would make in guessing one from the other. It appears that teacher attitudes predict school considerably better than school predicts attitudes.

Basic Question, Eight

One of the objectives of teaching in teams is that teachers should experience greater participation in decision-making activities. The question may then be raised, "Are there differences between the responses of junior high and middle school teachers when they are presented the opportunity of having a job in which they could have the chance to make an even greater number of decisions?" In order to assess such differences, the following question was asked:

> How desirous would you be to accept the opportunity of obtaining a teaching job in which you could have greater decision-making opportunities? (See Appendix A)

The teachers' responses were as follows:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	3	3	9	21	9
Junior High	1	4	12	13	7

Answer: Few teachers from either school would reject a job in which they could make more decisions; there appears to be a little more uncertainty among the junior high teachers. The majority of all teachers would tend to accept such an opportunity, but it appears that middle school teachers are slightly more likely to do so than are the junior high school teachers.

$\lambda_a = .103$ Interpretation: Knowledge of whether teachers would accept or reject a teaching job with greater decision-making opportunities would eliminate only 10% of the errors we would make in guessing which school they were from.

$\lambda = .047$ Interpretation: Knowledge of both attitudinal and school variables would eliminate less than 5% of the errors we would make in guessing one variable from the other. This kind of attitudinal measure appears to have little relationship with the kind of school teachers are employed in.

Basic Question, Nine

How intensive are these teachers' commitments to the field of education itself? Are there certain kinds of inducements, i.e., monetary rewards, that would attract them out of the field of education? In order to examine differences between the middle school and the junior high school teachers in this area, the following question was asked:

> How desirous would you be to accept the opportunity of obtaining a higher paying job outside the field of education? (See Appendix A)

Responses were as follows:

	Reject Opportunity	Probably Reject	Uncertain	Probably Accept	Would Grasp Opportunity
Middle School	15	6	14	5	2
Junior High	10	5	18	4	1

Answer: Although there is a great deal of uncertainty in both groups regarding this kind of opportunity, there appears to be only a slight relationship between desires to obtain a job outside of education and the schools that the teachers teach in. While the middle school teachers are slightly more likely to reject this kind of alternative, they are also slightly more likely to accept it; nearly half of the junior high teachers are undecided.

$\lambda_a = .105$ Interpretation: Knowledge of whether or not teachers would elect the chance of obtaining a higher paying job outside of the field of education would eliminate less than 11% of the errors we would make in guessing which school they taught in.

$\lambda = .058$ Interpretation: Knowledge of both teacher attitudes and school would eliminate less than 6% of the errors we would make in guessing one from the other. Therefore, it is tentatively concluded that there is only a slight relationship between whether teachers work in a junior high or a middle school program and whether or not they would choose to accept a higher paying job outside of the field of education.

Basic Question, Ten

As has been dealt with in the section on the Review of the Literature, one objective of middle school proponents is to enhance the social status and the occupational prestige of middle school teachers, i.e,. to make the prestige of such a teaching position more comparable to that of other high school and grade school positions. In order to assess whether this might be the case in the middle school, the following question was asked:

> Which of the following positions do you think that the community in general assigns the most prestige or social status to? (See Appendix A)

Teachers' responses regarding which teaching position had the greatest occupational prestige were as follows:

	Pre School	Kgdn.	Grades 1 - 3	4 - 5	6th	7th	8th	9 - 12
Middle School	3	3	1	1	0	0	1	33
Junior High	3	2	0	1	0	0	0	32

Answer: There is no difference between middle school teachers and junior high school teachers perceptions of how the community views various teaching positions in terms of occupational prestige, at least with respect to which positions have the greater prestige. Since the distributions of responses in both schools were so similar to each other, no tests of association are necessary. It may be concluded that knowledge of how teachers feel that the community may rate occupational positions in terms of prestige would result in eliminating no errors that would be made in attempting to guess which schools the teachers taught in. Therefore, it also appears that the processes of renaming a school, i.e., changing the name from "junior" to "middle" and reorganizing the age-grade levels, do not significantly alter teachers' perceptions of the social status which the community assigns to their teaching positions.

Summarization of Findings: Job and Role Satisfactions

For the most part, there does not appear to be many differences between the middle school and the junior high school teachers in terms of their responses to questions related to job and role satisfactions. In most cases, knowledge about teachers' attitudes in these areas would not lead to any great reduction of the error that would be made in guessing which schools the teachers were employed in. Although not extensive, there were some differences between the two groups of teachers in the following areas:

1. When asked which kinds of age-grade level arrangements they would prefer to work in, middle school teachers chose the middle school arrangement and junior high school teachers chose the junior high school arrangement.
2. Middle school teachers appear to be slightly more likely to select their school as a likely career setting than are junior high school teachers.
3. Middle school teachers appear to be slightly more likely to view teaching at the middle school age-grade level as a desirable career than are junior high school teachers.
4. Of all possible prospective grade levels, middle school teachers are more likely to select the middle school grades as a desirable position than are junior high teachers.
5. Junior high teachers appear slightly more likely to be desirous of accepting a higher paying teaching job in another school system than are middle school teachers.

As has been previously explained, it cannot be currently ascertained whether these differences between the two groups of teachers are a function of selective recruitment and placement or of actual qualitative differences in the organizational climates of the schools.

With regard to the following attitudinal measure, there were no significant differences between the middle school teachers and the junior high school teachers:

1. The kinds and numbers of changes that should be made in their respective schools.
2. Rejecting or accepting the opportunity of teaching in a "better neighborhood" in the same school system.
3. Rejecting or accepting the opportunity of obtaining a teaching job in which there would be greater decision-making opportunities.
4. Rejecting or accepting the opportunity of obtaining a higher paying job outside the field of education.
5. Their perceptions of how the community rates teaching positions with regard to which grade levels carry the greatest prestige.

Basic Question, Eleven

Another important area which is dwelt upon at considerable length in the Related Literature concerns the modification of teachers' attitudes, opinions, perceptions, and expectations of the pubescent pupil. This raises the question of whether the middle school program does have an impact upon teachers' attitudes and expectations of their pupils.

In order to examine this question, the middle school teachers and the junior high school teachers were asked to indicated what percentage of the students that they taught could be characterized by each of 16 different descriptive statements (Questionnaire items Nos. 48-63; See Appendix A). The descriptive statements of the students are presented in abbreviated form in Table 4.1 as are the distributions of the responses from the teachers of each school. The η (eta) correlation ratio statistic has been calculated for each of these interval scales. In each case η^2 indicates the percentage of the variation in teachers' responses which can be predicted by the knowledge of which school they are employed in.

Answer: As is indicated by a visual inspection of the η^2 values in Table 4.1, the percentage of the variation in the teachers' responses to the descriptive statements about the students that they teach that can be predicted by knowing which school they teach in is quite negligible. There are little or no differences between how the junior high school teachers and the middle school teachers view their students as measured by these items.

η^2 = .00002 to .05

Interpretation: At the very best, we would only eliminate 5% of the error in guessing which school the teachers taught in based upon the knowledge of any of the attitudinal measures; the only item which would eliminate even this much error is the one which deals with the percentage of children who seek advice about the problems that they have in their classroom assignments. Therefore, it may be concluded that the middle school program does NOT produce differences in teachers' expectations of their students, their perceptions of their students, their opinions about parents, their attitudes about their students' abilities, and the percentage of behavioral problems in the student population.

TABLE 4.1

Middle School and Junior High School Teachers' Estimates of the Percentages of Students Whom They Teach That May Be Characterized by the 16 Descriptive Statements

Descriptive Statement of Students	School	Percentage of Students										η^2
		0	10	20	30	40	50	60	70	80	90	
Interested in achievement	MS[1]	0	2	5	6	8	4	6	4	4	6	
	JH	0	3	4	7	2	4	2	6	4	5	.002
Discipline problems for me	MS	14	17	7	1	1	4	1	0	0	0	
	JH	7	14	8	4	0	3	1	0	0	1	.014
Discipline problems for others	MS	9	20	8	2	2	2	2	0	0	0	
	JH	4	13	9	6	0	2	2	1	0	1	.029
Lack IQ capacity	MS	18	17	7	1	0	0	0	1	0	1	
	JH	10	13	8	2	1	2	0	1	0	1	.023
Were prepared to do my class work	MS	1	3	4	3	11	1	3	9	5	1	
	JH	0	2	4	4	7	5	0	5	7	4	.0000
Will be prepared for next year	MS	2	1	1	3	1	10	5	2	13	7	
	JH	2	1	2	7	3	6	3	4	9	2	.034
Probably will go to college	MS	3	6	12	111	8	0	3	2	0	0	
	JH	4	9	10	6	2	4	2	0	0	0	.027
Probably will drop out of high school	MS	0	21	9	8	3	1	0	0	0	0	
	JH	2	14	10	3	3	2	0	0	0	0	.023
Seek advice on class problems	MS	3	13	11	4	1	2	1	4	3	3	
	JH	5	13	7	5	2	3	0	0	1	1	.046
Seek non-academic & personal advice	MS	7	17	10	1	1	5	0	2	2	0	
	JH	6	11	10	4	3	2	0	0	0	0	.003
Like to go to school	MS	0	3	3	5	3	12	3	4	5	7	
	JH	1	0	4	10	3	5	4	5	5	4	.007
Dislike school	MS	2	17	8	8	0	8	0	0	1	1	
	JH	3	7	11	8	2	3	0	2	1	1	.002
Parental interest in child's work	MS	1	1	6	3	2	8	3	6	10	5	
	JH	0	1	2	6	3	8	2	5	4	4	.021
Parents cooperate with school	MS	2	3	2	3	2	8	2	6	7	9	
	JH	1	2	4	4	3	6	5	6	3	3	.023
Parents critical of school	MS	12	24	3	2	1	0	2	1	0	0	
	JH	6	14	5	7	3	1	0	0	0	0	.010
Parents don't care if children drop out	MS	12	20	8	3	0	2	0	0	0	0	
	JH	5	17	8	2	4	1	0	0	0	0	.016

[1] MS = Middle school; JH = Junior High teachers; frequency of responses

Basic Question, Twelve

One objective of the middle school philosophy - as is true in many other educational innovations - is to enhance the status of education as a profession. An important aspect of such an objective concerns upgrading the competency of educational personnel. According to the Related Literature, the mechanisms of selective recruiting, in-service training programs, and a more desirable organizational climate may be employed to promote a more posititive effect among teachers regarding these objectives. In order to assess whether the middle school organization does exert a differential impact upon teachers along these dimensions, the middle school and the junior high school teachers were asked to indicate their degree of satisfaction regarding the following items: (1) the state of teaching as a "profession", (2) the capabilities of most of the people who are in teaching, (3) the level of competence of most of the teachers in their present schools, (4) the level of competence of the teachers that they are most frequently involved with in teaching at their present schools, and (5) their feelings about how these other teachers view their own competency (See Appendix A; Questionnaire Items Nos. 18-22).

Table 4.2 illustrates abbreviated forms of the four attitudinal measures, the distribution of the two groups of teachers' indications of satisfaction and dissatisfaction, and the results of the θ (theta) coefficient of differentiation: θ, in each case, describes the percentage of the comparisons among the teachers from each school who show consistent differences in their levels of expressed satisfaction.

TABLE 4.2

Junior High and Middle School Teachers' Reports of Satisfaction With the State of Teaching as a Profession, the Capabilities of Most Teachers, the Competence of Most Teachers in Their Present School, the Competence of the Teachers Most Frequently Involved With, and Feelings About How Other Teachers View Their Own Competency.

ITEM	School	SATISFACTION VS[1]	MS	SS	I/N	SD	MD	VD	θ
The state of teaching as a "profession".	MS[2]	5	22	7	1	8	1	0	
	JH	5	14	7	2	4	4	1	.097
The capabilities of most of the people who are in teaching.	MS	1	23	10	3	8	0	0	
	JH	2	13	13	2	6	0	1	.103
The level of competence of the teachers that I am most frequently involved with in teaching at my present school.	MS	16	19	3	3	2	1	1	
	JH	13	19	4	1	1	0	0	.046
My feelings about how these other teachers view my own competency.	MS	9	23	5	6	1	1	0	
	JH	10	13	7	5	1	0	1	.031

[1]VS = Very Satisfied
MS = Moderately Satisfied
SS = Slightly Satisfied
I/N = Indifferent or neutral
SD = Slightly Dissatisfied
MD = Moderately Dissatisfied
VD = Very Dissatisfied

[2]MS = Middle School Teachers: frequency of response
JH = Junior High Teachers: frequency of response

Answer:

Teaching as a "profession"	While the majority of all teachers are moderately satisfied with the state of teaching as a profession, more dissatisfaction was expressed in this area than was true for all the other measures -- a total of 19 teachers indicated various degrees of dissatisfaction. The difference between the two school, however, is slight.
θ = .097	Interpretation: Less than 10% of the comparisons among teachers from the two different schools show consistent differences in feelings of satisfaction about the state of teaching as a profession. In such a case, any attempt to predict such satisfaction on the basis of which school teachers belong to would be unproductive.
Capabilities of most teachers	Most of the teachers expressed some degree of satisfaction with the capabilities of most of the people who are in teaching; 15, however, did not. The difference between the two schools is minimal.
θ = .103	Interpretation: Only 10.3% of the comparisons among the teachers from the two different schools show consistent differences in feelings of satisfaction about the capabilities of most of the people who are in teaching. Attempts to predict such satisfaction on the basis of which school teachers were employed in would not be very successful.
Competence of most teachers in my school	Most teachers are moderately or slightly satisfied with the level of competence of most of the teachers in their present school - only nine are not. There is little difference between the two schools.
θ = .115	Interpretation: Only 11.5% of the comparisons among the teachers from the two different schools show consistent differences in feelings of satisfaction about the level of competence of most of the teachers in their present school Schools would be of little value in predicting this kind of satisfaction.

Competence of teachers involved with frequently	The majority of teachers are either very satisfied or moderately satisfied about the level of competence of the teachers that they are most frequently involved with in their present schools - only nine were not. Of the nine who were indifferent or dissatisfied, seven were from the middle school.
$\theta = .046$	Interpretation: Only 4.6% of the comparisons between the teachers from the two schools show consistent differences in expressed satisfaction with the level of competence of the teachers that they are most frequently involved with in teaching at their present schools. Since the middle school teachers expressed more dissatisfaction than did the junior high teachers, the association is negative. Any attempt, however, to predict this kind of teacher satisfaction on the basis of which school the teachers worked in would be unproductive.
How other teachers view own competency	The majority of both groups of teachers were moderately or very satisfied about their feelings of how other teachers view their own competency. While 11 teachers were indifferent or neutral, only four teachers were dissatisfied. There appears to be little difference between the two schools.
$\theta = .031$	Interpretation: Only 3.1% of the comparisons among teachers from the two schools show consistent differences in feelings of satisfaction about how other teachers view their own competency. In such a case, any attempt to predict such satisfaction on the basis of which school the teachers worked in would not be fruitful.

Basic Question, Thirteen

One of the features included in the middle school program is that of team teaching. A basic aspect of team teaching, especially as employed in the West Middle School, is that each group of teachers should function as a team of equals. To the extent that this does occur, it might be expected that those teachers who work with teams would be more likely to

have greater chances to participate in making certain kinds of decisions, better able to keep up with what other teachers are doing with their students, and more likely to feel that they receive cooperation and help from their fellow teachers. In order to assess whether this aspect of the middle school program has any impact upon teachers, the middle school and the junior high school teachers were asked to indicate their satisfaction with (1) the method employed in their schools for making decisions on curriculum matters, (2) the method employed in their schools for making decisions on pupil discipline matters, (3) the cooperation and help that they receive from their fellow teachers, and (4) the extent to which they are able to follow what other teachers in their school are doing with the students that they teach. (See Appendix A, Questionnaire Items Nos. 23, 25, 28, and 41).

Table 4.3, which includes abbreviated statements, the distributions of the responses given by the teachers from each school, and the θ values, presents the results of these questions.

Answer:

Curriculum Decisions	Middle school teachers appear to be considerably more satisfied with the method employed for making decisions on curriculum matters than are the junior high school teachers; a considerably higher proportion of the latter are either indifferent or dissatisfied.
$\theta = .353$	Interpretation: θ shows that in over 35% of the comparisons made, teachers in the two different schools show systematic differences in their satisfaction about making decisions on curriculum matters.

TABLE 4.3

Junior High and Middle School Teachers' Reports of Satisfaction With the Methods Employed for Making Decisions on Curriculum and Discipline Matters, The Cooperation and Help From Fellow Teachers, and the Extent to Which They Can Follow the Activities of Other Teachers in Their Schools.

ITEM	School	SATISFACTION VS[1]	MS	SS	I/N	SD	MD	VD	θ
Method Employed for Decisions on Curriculum Matters	MS[2]	11	13	9	1	9	1	1	
	JH	3	7	7	7	6	3	5	.353
Method Employed for Decisions on Pupil Discipline Matters	MS	4	8	10	2	10	5	6	
	JH	3	10	5	1	8	4	7	.013
Cooperation and Help From Fellow Teachers	MS	11	17	10	4	1	1	1	
	JH	11	13	7	4	1	0	1	.067
Extent Can Follow What Other Teachers Are Doing With Students	MS	8	14	7	4	8	2	2	
	JH	1	10	5	8	4	4	6	.297

[1]VS = Very Satisfied
MS = Moderately Satisfied
SS = Slightly Satisfied
I/N= Indifferent or Neutral
SD = Slightly Dissatisfied
MD = Moderately Dissatisfied
VD = Very Dissatisfied

[2]MS = Middle School Teachers - frequency of responses
JH = Junior High School Teachers - frequency of responses

Discipline Decisions	There is a considerable dispersal of expressed satisfaction regarding the method employed for making decisions on pupil discipline matter. Forty-one of the teachers are somewhat satisfied - few are indifferent. There is, however, no appreciable difference between the two schools.
$\theta = .013$	Interpretation: Less than 2% of the comparisons among teachers from the two schools show consistent differences in reports of satisfaction with the methods which are employed for making decisions on pupil discipline matters. Any attempt to predict this kind of teacher satisfaction on the basis of which school the teachers worked in would not be productive.
Cooperation and help from fellow teachers	The majority of the teachers expressed some degree of satisfaction about the cooperation and help that they receive from fellow teachers. A slightly greater proportion of the middle school teachers, however, appear to be dissatisfied as compared to a slightly greater proportion of satisfied junior high school teachers, producing a negative θ value.
$\theta = .067$	Interpretation: Less than 7% of the comparisons made among teachers from the two schools show consistent differences between expressed satisfactions about the cooperation and help that they receive from fellow teachers.
Can follow other teachers	Middle school teachers are more likely to be satisfied about the extent to which they are able to follow what other teachers in their school are doing with the students that they teach. A considerably larger proportion of the junior high teachers appear to be either indifferent or dissatisfied.
$\theta = .297$	Interpretation: Nearly 30% of the comparisons among teachers from the two different schools show consistent differences in feelings of satisfaction about the extent to which they are able to keep up with what other teachers are doing with their students.

Basic Question, Thirteen

Certainly one of the major objectives of the middle school concept concerns the whole area of enhancing the personal relationships that occur between teachers and students. This objective constitutes the basis for maintaining homerooms, "fuse teachers", having the students attend the facilities for three rather than two years, using team teaching, de-emphasizing the importance of grades, and "humanizing the curriculum." In order to determine whether the middle school program might alter teachers' perceptions about the quality of interpersonal relationships, middle school and junior high school teachers were asked to indicate their degree of satisfaction with (1) the attitude of students toward the faculty in their school, (2) junior high school age student-teacher relationships in most schools, (3) teacher-student relationships as developed by most teachers in their present school, (4) the teacher-student relationships of the teachers that they are most frequently involved with in teaching, (5) the attitude of the faculty towards the students in their school, and (6) the cooperation that they receive from their students. (See Appendix A, Questionnaire Items Nos. 24, 32, 33, 34, 38, and 40).

Table 4.4 presents the abbreviated forms of these attitudinal measures, the distributions of responses by the two groups of teachers, and the corresponding θ values for each item.

TABLE 4.4

Junior High and Middle School Teachers' Reports of Satisfaction With Students' Attitudes Towards the Faculty, Most Junior High Student-Teacher Relationships, Present School Student-Teacher Relationships, Co-Workers' Student-Teacher Relationships, Faculty Attitudes Towards the Students, and Student Cooperation

ITEM	School	SATISFACTION VS[1]	MS	SS	I/N	SD	MD	VD	θ
Student Attitudes Toward Faculty	MS[2]	4	17	5	4	8	3	4	
	JH	0	10	6	6	9	5	2	.197
Student-teacher relationships in most junior high schools	MS	0	9	11	11	8	2	2	
	JH	2	10	11	6	5	4	0	.152
Most teacher-student relationships in present school	MS	3	23	15	2	0	2	0	.420
	JH								
Teacher-student relationships of teachers most involved with	MS	9	21	9	2	3	1	0	
	JH	7	15	10	4	1	1	0	.071
Attitude of faculty toward students in present school	MS	4	16	15	4	4	2	0	
	JH	2	8	9	4	8	4	3	.327
Cooperation received from students	MS	6	16	10	2	4	5	2	
	JH	2	13	10	5	7	1	0	.071

[1] VS = Very Satisfied
MS = Moderately Satisfied
SS = Slightly Satisfied
I/N= Indifferent or neutral
SD = Slightly Dissatisfied
MD = Moderately Dissatisfied
VD = Very Dissatisfied

[2] MS = Middle School Teachers - frequency of response
JH = Junior High School Teachers - frequency of response

Answer:

Student attitudes toward faculty	Of all the teachers, 31 expressed various degrees of dissatisfaction about the attitude of students toward the faculty in their present schools. The middle school teachers appear to be somewhat more likely to express higher degrees of satisfaction than are the junior high teachers.
$\theta = .197$	Interpretation: Nearly 20% of the comparisons among teachers from the two different schools show consistent differences in feelings of satisfaction about the attitude of the students toward the faculty in their present school.
Most junior high school student-teacher relationships	The junior high school teachers are more likely to express feelings of satisfaction and less likely to express dissatisfaction about the kinds of student-teacher relationships that occur in most junior high schools.
$\theta = .152$	Interpretation: Over 15% of the comparisons among teachers from the two different schools show consistent differences in feelings of satisfaction about the student-teacher relationships that exist in most junior high schools.
Teacher-student relationships in present school	Feelings of satisfaction about the teacher-student relationships developed by most teachers in their present school are considerably higher among the middle school teachers. Only two of the middle school teachers expressed any dissatisfaction as compared with 13 of the junior high school teachers.
$\theta = .420$	Interpretation: In 42% of the comparisons among teachers from the two schools, there were consistent differences in teachers' satisfaction about the kinds of teacher-student relationships that have been developed by most teachers in their present schools.

Teacher-student relationships developed by teachers most involved with	Nearly all of the teachers expressed some degree of satisfaction about the teacher-student relationships of the teachers that they are most frequently involved with in teaching at their present schools. There were only five out of the whole teacher sample who were dissatisfied.
$\theta = .071$	Interpretation: In only 7% of the comparisons among teachers from the two schools were there consistent differences in feelings of satisfaction about the teacher-student relationships that exist among their co-workers. Any attempt to predict this kind of satisfaction on the basis of which schools the teachers worked in would be unproductive.
Faculty attitude toward students	The middle school teachers are more likely to be satisfied with the attitude of the faculty towards the students in their present school. Only six of the middle school teachers were dissatisfied as compared with 15 junior high teachers.
$\theta = .327$	Interpretation: In nearly 33% of the comparisons among teachers from the two schools there were consistent differences in feelings of satisfaction about the attitude of the faculty toward the students in their school.
Cooperation from students	Most teachers are moderately or slightly satisfied with the cooperation that they receive from their students, but 19 were dissatisfied. There appears to be little difference between the two schools.
$\theta = .071$	Interpretation: In only 7% of the comparisons among teachers from the two schools were there consistent differences in satisfaction about student cooperation. This would be an unproductive predictive variable.

Basic Question, Fourteen

Another area which is covered in the literature related to the middle school concept concerns the kinds of working relationships that should be established between the teachers and other staff members, particularly the administration and guidance personnel. In order to assess whether there may be differences between the new middle school program and the traditional junior high school program along these dimensions, the teachers were asked to indicate their feelings of satisfaction with (1) the manner in which the teachers and the administative staff work together in their respective schools, (2) the cooperation and help that they receive from their superiors, (3) the evaluation process which their superiors use to judge their effectiveness as teachers, and (4) the cooperation and help that they receive from guidance personnel. (See Appendix A, Questionnaire Item Nos. 26, 27, 30, and 31.)

Table 4.5 presents abbreviated forms of the questionnaire items, the distributions of responses of the middle school and the junior high school teachers, and the θ values found for each item. The following pages present the derived answers along with the interpretations of the θ value for each attitudinal measurement.

TABLE 4.5

Junior High and Middle School Teachers' Report of Satisfaction With Teacher-Administration Working Relationships, Cooperation and Help From Superiors, Evaluation Process of Superiors, and Cooperation and Help From Guidance

ITEM	School	SATISFACTION VS[1]	MS	SS	I/N	SD	MD	VD	θ
Teachers and administrative staff work together	MS[2]	8	8	10	5	5	7	1	
	JH	7	14	8	2	4	0	3	.192
Cooperation and help from superiors	MS	18	8	7	2	6	3	1	
	JH	9	17	4	4	1	0	1	.002
Superiors' process of evaluating me	MS	2	7	9	10	8	4	4	
	JH	2	8	9	10	2	5	2	.120
Cooperation and help from guidance personnel	MS	10	12	9	4	3	3	3	
	JH	6	6	8	4	6	4	4	.216

[1]VS = Very Satisfied
MS = Moderately Satisfied
SS = Slightly Satisfied
I/N= Indifferent or Neutral
SD = Slightly Dissatisfied
MD = Moderately Dissatisfied
VD = Very Dissatisfied

[2]MS = Middle School Teachers - frequency of response
JH = Junior High Teachers - frequency of response

Answer:

Teacher - administration working relationships

The junior high teachers are slightly more likely to express satisfaction about the manner in which the teachers and the administrative staff work together in their present school. They are also considerably less likely to express dissatisfaction than are the middle school teachers.

$\theta = .192$

Interpretation: In 19% of the comparisons among teachers from the two schools, there were consistent differences in the satisfaction with teacher-administration working relationships.

Cooperation and help from superiors

While most teachers are very or moderately satisfied with the cooperation and help they receive from their superiors, the middle school teachers appear to be somewhat more dissatisfied. The difference, however, is minimal.

$\theta = .002$

Interpretation: In less than .2% of the comparisons among teachers from the two schools were there consistent differences in satisfaction with the cooperation and help that the teachers receive from their superiors. Predictive utility is negligible.

Superiors' process of evaluation

Many teachers were either neutral or only slightly satisfied or dissatisfied about the evaluation process which their superiors use to judge their effectiveness as teachers, but there was a greater amount of dissatisfaction among the middle school teachers.

$\theta = .12$

Interpretation: In only 12% of the comparisons among teachers from the two schools were there consistent differences in teachers' satisfaction with their superiors' evaluation techniques.

Cooperation and help from guidance personnel	The middle school teachers expressed a considerably greater amount of satisfaction about the cooperation and help that they receive from guidance personnel; the junior high school teachers were somewhat more likely to indicate dissatisfaction.
$\theta = .216$	Interpretation: In nearly 22% of the comparisons made among teachers from the two different schools, there were consistent differences in the teachers' expressions of satisfaction about the cooperation and help that they receive from guidance personnel.

Basic Question, Fifteen

Another major goal of the middle school concept concerns students' motivation for learning. A variety of approaches are suggested in the literature and are employed in the West Middle School. With reference to teachers, then, the question is: Do they perceive any differences in the motivation of their students? In order to examine this aspect of the middle school, junior high and middle school teachers were asked to indicate their satisfactions with (1) the motivation for achievement of most junior high school age students, (2) the motivation for achievement of most students in their respective schools, and (3) the motivation for achievement of the students that they, themselves, teach. (See Appendix A, Questionnaire Items Nos. 35, 36, 37)

Table 4.6 presents abbreviated forms of these attitudinal measures, the distribution of responses of teachers from each school, and the θ values for each measure. The following pages present the derived answers for each specific question and interpretations of the θ values.

TABLE 4.6

Junior High and Middle School Teachers' Reports of Satisfaction With the Motivation of Most Junior High Students, the Motivation of Most of the Students in Their Schools, and the Motivation of Their Own Students.

ITEM	School	SATISFACTION VS[1]	MS	SS	I/N	SD	MD	VD	θ
Motivation of most junior high students	MS[2]	1	2	14	8	12	5	3	
	JH	0	6	9	3	11	5	4	.026
Motivation of students in own school	MS	0	2	8	10	12	10	3	
	JH	1	2	5	8	12	7	3	.002
Motivation of own students	MS	0	5	16	5	8	9	2	
	JH	2	1	10	4	15	5	0	.043

[1]VS== Very Satisfied
MS = Moderately Satisfied
SS = Slightly Satisfied
I/N= Indifferent or Neutral
SD = Slightly Dissatisfied
MD = Moderately Dissatisfied
VD = Very Dissatisfied

[2]MS = Middle School Teachers - frequency of response
JH = Junior High Teachers - frequency of response

Answer:

Motivation of most junior high students

While most teachers answered that they were slightly satisfied, slightly dissatisfied, or indifferent about the motivation for achievement of most students of the age that they teach, the middle school teachers were slightly more likely to express a greater degree of satisfaction.

θ = .026

Interpretation: In only 2.6% of the comparisons made among teachers from the two school were there consistent differences in teachers' satifactions on the motivation of junior high school students in general. Any attempt to predict this kind of attitude on the basis of which school teachers' are employed in would be unproductive.

Motivation of students in present school	While the majority of all of the teachers are only slightly dissatisfied, moderately dissatisfied, or indifferent, the middle school teachers appear to be slightly more dissatisfied. The difference between the two groups of teachers, however, is insignificant.
$\theta = .002$	Interpretation: In only .2% of the comparisons made among teachers from the two different schools were there consistent differences in teachers' satisfactions about the motivation of most of the students in their present schools. Any attempt to predict this kind of satisfaction based upon which school the teachers were employed in would not lead to fruitful results.
Motivation of own students	Regarding the motivation of the students that they actually do teach, most teachers tend to be either only slightly satisfied or slightly dissatisfied. Middle school teachers, however, seem somewhat more likely to express some degree of satisfaction while the junior high teachers are slightly more likely to state they they experience some dissatisfaction.
$\theta = .043$	Interpretation: In less than 5% of the comparisons made among teachers from the two schools were there consistent differences in teachers' expressions of satisfaction about the motivation for achievement of the students that they teach. It may be concluded that any attempt to predict this kind of satisfaction on the basis of which school the teachers worked in would not be productive.

Basic Question, Sixteen

Another major consideration that is dealt with in the middle school concept concerns the role of the parent. As has been discussed, a number

of mechanisms have been suggested by various authors as a means of enlisting parental support and cooperation. Some of these different approaches have been employed by the West Middle School staff members. The question to be asked, then, is: are there differences between middle school and junior high school teachers' perceptions of the cooperation that they receive from the parents of their students? In order to assess such differences, the following questions was asked:

> Please indicate your degree of satisfaction with the cooperation and help you receive from parents. (See Appendix A, Item 29)
>
> Responses were as follows:

	VS	MS	SS	I/N	SD	MD	VD
Middle School	9	9	8	2	10	4	3
Junior High	2	5	4	9	9	6	3

Answer: Although 34 teachers (17 from each school) expressed some degree of dissatisfaction about the cooperation and help they receive from parents, the middle school teachers were considerably more likely to indicate greater degrees of satisfaction.

$\theta = .257$ Interpretation: In nearly 26% of the comparisons made among teachers from the two schools, there were consistent differences in teachers' expressions of satisfaction about the amount of cooperation and help that they receive from their parents.

Basic Question, Seventeen

One final basic question may be asked about the middle school philosophy itself. Two factors have been taken into consideration (1) the fact that since the middle school concept is a rather recent innovation

and, as such, may have developed a philosophy justifying its approach whereas the junior high school may never have done so, and (2) the fact that a number of junior high school teachers - as shall be presently discussed - indicated a need for some sort of unifying philosophy when the questionnaires were administered to them. In order to assess differences in teachers' satisfactions with the philosophies of their respective school, the following question was asked:

> Please indicate your degree of satisfaction with the educational philosophy which seems to prevail in your present school. (See Appendix A, Questionnaire Item No. 29)

The responses were as follows:

	VS	MS	SS	I/N	SD	MD	VD
Middle School	8	11	8	4	6	6	2
Junior High	6	8	6	5	5	4	4

Answer: The middle school teachers appear to be more likely to state that they are satisfied with the educational philosophy which seems to prevail in their school. The difference between the two groups of teachers, however, is not extensive.

$\theta = .10$ Interpretation: In 10% of the comparisons made among teachers from the two different schools, there were consistent differences in teachers' expressions of satisfaction with the educational philosophy which prevails in their present schools. Any attempt to predict this kind of teacher satisfaction on the basis of which school the teachers worked in would not be very productive.

Summarization of Findings

Junior High and Middle School Teachers

Seventeen different basic research questions have been formulated in order to assess the extent to which the West Middle School teacher roles function in accord with the goals of the middle school concept and to examine possible differences between the middle school and the junior high school teachers. The following discussion is based upon a summary of the obtained results and the differences which were found between the two groups of teachers.

It has been concluded that the middle school teachers DO differ from the junior high teachers along the following dimensions (a 20% difference in variations of responses between the two groups of teachers has been arbitrarily designated as a difference which would result in predictive utility):

1. When asked which kinds of age-grade level arrangements they would prefer to work in, middle school teachers chose the middle school arrangement and junior high school teachers chose the junior high school arrangement. A knowledge of teachers' preferences would eliminate nearly 38% of the error we would make in guessing which school the teachers worked in.
2. Middle school teachers are more likely to accept the opportunity of remaining in their present school setting as a career alternative than are junior high school teachers. The knowledge of this variable would eliminate nearly 32% of the error we would make in guessing which school a teacher worked in.

3. Middle school teachers are more likely to desire to remain as teachers at the middle school age-grade levels than are junior high teachers. A knowledge of whether or not teachers would choose this career alternative would eliminate nearly 22% of the errors we would make in guessing which school the teachers were employed.

4. Junior high teachers appear to be slightly more likely to accept a higher paying teaching job in another school system than are middle school teachers. Knowledge of this variable would eliminate up to 26% of the errors we would make in guessing which school they taught in.

5. Middle school teachers appear to be considerably more satisfied with the methods which are employed for making decisions on curriculum matters than are the junior high school teachers. In over 35% of the comparisons made among the two groups of teachers, there were systematic differences in teachers' expressions of satisfaction in this area.

6. Middle school teachers are more likely to be satisfied about the extent to which they are able to follow what other teachers in their school are doing with the students that they teach. In nearly 30% of the comparisons made among teachers in the two schools, there were consistent differences in teachers' expre-sions of satisfactions about this aspect of school organization.

7. Middle school teachers are much more likely to state that they are satisfied with the teacher-student relationships developed by most of the teachers in their school than are the junior high teachers. In 42% of the comparisons made among teachers from the two schools, there were consistent differences in their indications of satisfaction about this area of the organization of their school.
8. Middle school teachers are considerably more likely to state that they are satisfied with the attitude of the faculty towards the students in their school than are the junior high teachers. In nearly 33% of the comparisons made among teachers from the two schools, there were consistent differences in indications of this kind of felt satisfaction.
9. The junior high teachers are less likely to indicate that they are dissatisfied with the manner in which the teachers and the administrative staff work together in their school. In over 19% of the comparisons made among teachers from the two schools, there were consistent differences in this kind of teacher satisfaction.
10. Middle school teachers are considerably more likely to state that they are satisfied with the cooperation and help that they receive from guidance personnel. In nearly 22% of the comparisons made among teachers from the two schools, there were considerable differences in satisfaction with guidance personnel cooperation.

11. Middle school teachers are more likely to express satisfaction with the amount of cooperation and help that they receive from the parents of their students. In assessing this variable, there were consistent differences in more than 25% of the comparisons made among teachers in the two different schools.

The above findings refer to what are considered to be the major differences in the attitudes expressed by the teachers in the two different schools. No attempt has been made to examine differences between teachers within each school, i.e., those differences that may occur within the West Middle School when teachers are divided on the bases of sex, race, future educational plans, age, prior college training, subject areas taught in, etc. One major reason for this is the fact that the sample sizes within each school are not large enough to warrant the use of such control measures. Consequently, the above findings refer only to broad differences between the middle school and the junior high school programs.

There were a large number of items in which there appears to be little or no difference between the two teaching staffs; such differences as were found were distinguishable by less than 20% - these would be unlikely to result in productive predictions. These items are as follows:

1. Which grade levels - from pre-school to college - teachers would MOST like to teach.
2. The kinds and number of changes which should be made in their respective schools.
3. Their desires to remain in the present school system, but teach in a "better neighborhood."

4. Their desires to obtain a teaching job in which they could have greater decisions-making opportunities; more would accept.
5. Their desires to obtain a higher paying job outside of the field of teaching; most would reject this opportunity.
6. Their perceptions of which teaching position carries the greater amount of occupational prestige; the teachers unanimously agreed that high school teachers have the most prestige.
7. General characteristics of their students: there were virtually no differences between middle school and junior high school teachers' estimates about what percentage of their students would drop out; go to college; seek advice on class or personal problems; are discipline problems; like school; dislike school; lack intellectual ability; and who are interested in school. Similarly, there were no differences in teachers' estimates of the percentages of parents who are interested in their children's work, who cooperate with the school, who are critical of the school, and who do not care if their children drop out of school.
8. Their feelings of satisfaction about the state of education as a "profession".
9. Their feelings of satisfaction with the capabilities of most people who are in teaching.
10. Their satisfaction with the level of competence of most of the teachers in their respective schools.
11. Their satisfaction with the competence of the teachers that they most frequently work with in their schools.

12. Their feelings about how other teachers view their own competency.
13. Their satisfaction with the methods which are employed for making decisions on pupil discipline matters.
14. Their satisfaction about the cooperation and help that they receive from fellow teachers.
15. Their satisfaction with the attitudes that the students hold toward the faculty.
16. Their satisfaction with the kinds of teacher-student relationships that exist in most junior high schools.
17. Their satisfaction with the development of the teacher-student relationships of those teachers with whom they most frequently are involved with in teaching.
18. Their satisfaction with the amount of cooperation that they receive from their students.
19. Their satisfaction with the amount of cooperation and help that they receive from their superiors.
20. Their satisfaction with their superiors' processes of evaluating them.
21. Their satisfaction with the motivation of most junior high school students.
22. Their satisfaction with the motivation of the students in their respective schools.
23. Their satisfaction with the motivation of the students they teach.
24. Their satisfaction with the educational philosophy which seems to prevail in their respective schools.

It is concluded that, in terms of general comparisons, the middle school teachers' attitudes do not depart to any considerable extent from those of the junior high teachers on any of the above dimensions. It is to be expected, of course, that there would be a number of variations based upon such social factors as age, sex, mobility orientations, etc. One young male member of the West Middle staff, for example, made the following statements:

> (On the section dealing with accepting or rejecting various career opportunities): "All responses in this section must be viewed in this light: I intend to bcome a consultant in language arts. But, I wouldn't want to teach anywhere else, and I love this age group."
>
> Again - this time dealing with suggestions for the kinds of and numbers of changes that should be made in this school:
>
> (After indicating suggested changes): "I love teaching here - wouldn't teach anywhere else - but changes (some) do need to be made."

Hence, although this young man is apparently quite satisfied with the performance of his teaching role, he does indicate a mobility orientation which may lead him out of the setting.

There were a few differences in open-ended questions which were asked of both groups of teachers:

1. Three junior high teachers indicated a need for some kind of unifying philosophy in their school.
2. Five junior high teachers expressed a need for either larger facilities and more room space or small class sizes.
3. Three junior high teachers asked for more direction and leadership by the administration and by consultants.

4. Three junior high teachers expressed a desire for some kind of ability grouping.

Other suggestions made by individual teachers from the junior high school were team teaching; modular scheduling; greater availability of supplies; provide better opportunities for teacher-parent conferences; a better system of teacher evaluation; retain children who fail or do inadequate work; induce the staff and counseling personnel to have higher expectations for students; less griping by the staff; more pride by the staff; provide more discipline; more cooperation among the teachers; and make the students quit being so disrespectful to adults.

Suggestions by the middle school teachers were as follows:

1. Four stated that there should be more rules for students.

2. Three suggested improving teacher-administration relationships.

Other individual comments referred to dropping the non-retention policy, providing remedial programs for retarded children, place more emphasis on attendance, ability grouping, and freeing counselors from non-counseling duties.

Thus, it has been found that there are certain differences between the attitudes of those teachers who work in a middle school and who teach in a junior high school. One of the major differences seems to apply to teachers' perceptions of the attitudes of other teachers. At this point, it cannot be specified which aspect of the middle school program results in these differences. It cannot, for example, be said that this is a result of the teacher team approach, for only 24 of the 45 middle school teachers included in the sample work with teacher teams.

This is a possibility for further exploration - the purpose of this evaluation, however, was not to examine specific programs within the school. The possibility remains, however, that teacher teams may further enhance working relationships among the staff members. This is indicated by the fact that, when asked if they would like to be on a teacher team next year, 35 of the West Middle School teachers said yes; five said no and five were undecided. Thus, while slightly more than half of the West Middle teachers currently work with a teacher team, about 73% of them would like to. When the junior high teachers were asked the same question, 12 were undecided, eight said yes and only four said no (many did not answer this question since they felt that it did not apply to their school). The results of this study, however, indicated that there do appear to be significant differences along some certain dimensions that exist between the two schools - even when various organizational arrangements with each school are not taken into account.

FINDINGS: STUDENTS

Basic Question, Eighteen

One of the primary objectives of the middle school concept, of course, is that of aiding students in making the transition from the elementary schools to the senior high schools. By combining the better features of the self-contained classroom along with those of the departmentalized secondary structure, it is said that student adjustment or anticipatory socialization for the high school academic setting will be facilitated. The important question, then, is: are there differences between the middle school and the junior high school students' perceptions about the preparation that is being provided to them for their future education? In order to assess such differences, the following question was asked:

> Do you think that going to this school is likely to help you get ready for high school? (See Appendix B, Questionnaire Item #2)

There were 183 students in the junior high school who answered this question. In the West Middle School, 161 students responded to this item. 108 of the middle school students were assigned to teacher teams and 53 were not. Although it is not the intent of this evaluation to examine differences that may exist within the middle school setting itself, responses from the middle school students who have and have not been assigned to teacher teams are presented for the first two questions as a means of partially examining the impact of the total middle school program. For the remainder of the analysis, however, only students who

have been assigned to teacher teams - and are therefore receiving the full impact of the middle school program - will be compared with the junior high school students. The results of the first question are presented in Table 4.7.

TABLE 4.7

STUDENT PERCEPTIONS OF PREPARATION FOR HIGH SCHOOL
QUESTION: Do you think that going to this school is likely to help you get ready for high school?

	YES	NOT SURE	NO
West Middle Students			
Total	100 (62%)	39 (24%)	22 (14%)
Assigned to Teacher Teams	66 (61%)	26 (24%)	16 (15%)
Not Assigned to Teams	34 (64%	13 (25%)	6 (11%)
Junior High Students	128 (70%)	42 (23%)	13 (7%)

It appears as if nearly one-fourth of all students are uncertain about whether or not they are being helped to get ready for high school; this is true regardless of whether they are in a middle school or in a junior high school. The junior high students, however, appear to be slightly more likely to feel as if they are being helped to get ready for high school: 70% answered "yes" as compared to 62% of the middle school students. Again, the middle school students - regardless of whether or not they were assigned to teacher teams - are somewhat more likely to answer this question negatively. Within the middle school itself, students who are not on teacher teams appear to be slightly more positive than are those who have been assigned to teacher teams.

Basic Question, Nineteen

As a means of enlisting the cooperation of the students in responding to the questionnaire items, they were asked to give their suggestions for helping to improve their schools. (See Appendix B, Questionnaire Item #1) A wide variety of suggestions were given ranging from "installing elevators so the kids won't fall down the stairs so often" to "allow us to smoke" and from "keep the teachers" to "make Mr. ----- retire." The West Middle School students listed 40 different kinds of suggestions; the junior high students had 64 different suggestions. These, as placed in general categories and rank-ordered by the frequency of mention of the middle school students, are as follows:

		WEST MIDDLE SCHOOL STUDENTS			
		Total	On Teams	Not on Teams	JUNIOR HIGH
I.	Suggestions Related to Building Facilities				
	Fix the building: (Remodel; clean it up; paint it; get better equipment)	43 (27%)	35 (32%)	8 (15%)	68 (37%)
	Construct a new building	20 (12%)	12 (11%)	8 (15%)	0
	TOTAL SUGGESTIONS Related to building	63 (39%)	47 (44%)	16 (30%)	68 (37%)
II.	No Improvements Needed				
	No suggestions given	22 (14%)	14 (13%)	8 (15%)	24 (13%)
	School is good; perfect	10 (6%)	1 (.9%)	9 (17%)	8 (4%)
	TOTAL: No improvements	32 (20%)	15 (14%)	15 (28%)	32 (17%)

	WEST MIDDLE SCHOOL STUDENTS			
	Total	On Teams	Not on Teams	JUNIOR HIGH
III. Need Better Lunches:	23 (14%)	19 (18%)	4 (8%)	22 (12%)
IV. Suggestions Related to Teachers:				
Need better teachers; they should teach more	12 (7%)	11 (10%)	1 (2%)	9 (5%)
Need younger teachers	2 (1%)	2 (1%)	0	5 (3%)
Keep the teachers	1 (.6%)	1 (.9%)	0	0
More concerned teachers	0	0	0	5 (3%)
More understanding teachers	1 (.6%)	1 (.9%)	0	0
Teachers should be trained in one subject	0	0	0	1 (.5%)
Nicer teachers	3 (2%)	2 (2%)	1 (2%)	1 (.5%)
More teachers	1 (.6%)	1 (.9%)	0	1 (.5%)
More black teachers	0	0	0	1 (.5%)
Stop teacher brutality	0	0	0	1 (.5%)
TOTAL SUGGESTIONS Related to teachers	20 (12%)	18 (17%)	2 (4%)	24 (13%)
V. Suggestions Related to Discipline:				
The school should be more strict; have more rules; stop the fighting; more respect for each other	19 (12%)	10 (9%)	9 (17%)	24 (13%)

		WEST MIDDLE SCHOOL STUDENTS			
		Total	On Teams	Not on Teams	JUNIOR HIGH
VI.	Suggestions Related to Time:				
	Better Hours (more time between class; more time in class; change beginning and end of school day)	9 (6%)	8 (7%)	1 (2%)	19 (10%)
	Longer lunch hour	2 (1%)	2 (2%)	0	24 (13%)
	Outdoor break (for lunch or break)	4 (2%)	4 (4%)	0	8 (4%)
	Have full days next year	6 (4%)	4 (4%)	2 (4%)	0
	TOTAL SUGGESTIONS Related to time:	26 (16%)	23 (21%)	3 (5%)	51 (28%)
VII.	Suggestions Related to Bussing:				
	Stop the bussing:				
	Whites	7	6	1	0
	Blacks	3	3	0	0
	TOTAL SUGGESTIONS Related to bussing:	10 (6%)	9 (9%)	1 (2%)	0
VIII.	Suggestions about Activities:				
	Dances, Competitive sports, after school recreation, etc.	8 (5%)	5 (5%)	3 (5%)	42 (23%)

		WEST MIDDLE SCHOOL STUDENTS			
		Total	On Teams	Not on Teams	JUNIOR HIGH
IX.	Miscellaneous Suggestions:				
	More hall guards	1	1	0	0
	No hall monitors or monsters	2	2	0	0
	More homework	1	1	0	0
	Less homework	0	0	0	1
	More freedom: to come and go; expression	3	3	0	10
	More classes of interest; less boring	3	1	2	7
	Have pop machines	2	2	0	0
	More information to parents	1	0	1	0
	Permit smoking	1	0	1	0
	Stricter dress code	1	1	0	0
	More lenient dress code	0	0	0	1
	Get rid of rats, bugs, mice	2	2	0	0
	Have less kids in the school	1	0	1	4
	Have better race relations	3	0	3	0
	Get more black students	0	0	0	2
	More book stores	1	1	0	0
	Better library	0	0	0	1
	Better books (up to date)	0	0	0	2
	Better student-teacher relations	0	0	0	1

	WEST MIDDLE SCHOOL STUDENTS			
	Total	On Teams	Not on Teams	JUNIOR HIGH
More understanding office personnel	0	0	0	1
School needs more soul	0	0	0	1
Have elevators	2	0	2	0
Have a nurse	0	0	0	1
Stop have stupid questionnaires that are nosy and pry into our personal business	0	0	0	1
Stop kicking kids out when ever they didn't do anything	1	1	0	0

Student Suggestions: Summary and Conclusions

The greatest number of suggestions offered by both the middle school and the junior high school students were related to various aspects of the physical plant: 39% of the middle school students' and 37% of the junior high school students' suggestions were of this nature. For the most part, the middle school students suggested that their building be remodeled, repainted, or replaced. The junior high school students, on the other hand, were considerably more likely to suggest that their building be cleaned up. Within the middle school sample, it appears that those students who have been assigned to teacher teams are more likely to be concerned about the physical setting than are those who are not assigned to teacher teams.

For the middle school students, the second greatest category of suggestions were indications that no improvements were necessary. It

is assumed that in those cases when no suggestions were proffered, the students are generally satisfied. Therefore, the frequency of no responses has been combined with those responses which stated that the school was "good" or "perfect". The percentage of students from each school which feels that no improvements are needed is similar: 20% of the middle school students and 17% of the junior high school students indicated that this is the case in their respective schools. Within the middle school, however, there is a considerable difference between those students who are and are not assigned to teacher teams: 14% of those assigned to teams versus 28% of those not assigned to teams implied that no changes are necessary. Again, 17% of those students not assigned to teacher teams specifically stated that their school was perfect while only .9% of those who are assigned to teams made this comment.

The third major category of suggestions made by the middle school students specified they felt need for better school lunches. The difference between the two schools is minimal: 14% of the middle school students and 12% of the junior high school students stated that their respective schools should provide better lunches. Again, those middle school students assigned to teams appear to be more concerned about this issue than are those who are not assigned to teams: the percentages for each group that made this suggestion are 18% and 8% respectively.

The next greatest area of concern of the middle school students related to their teachers. The suggestions covered a wide spectrum ranging from "get more teachers" to "make Mr. S---- retire". As is indicated, however, there was no great homogeneity of opinion about any of the specific suggestions related to teachers: the greatest number

of suggestions about teachers were that both schools should have better teachers, but only 7% of the middle school students' and 5% of the junior high school students' suggestions were directed along these lines. Regarding total suggestions related to teachers, the two schools were quite similar: 12% of the middle school students and 13% of the junior high school students made some kind of suggestion about their teachers. Again, the greatest difference appears within the middle school itself: 17% of the students assigned to teacher teams made some comment about teachers while only 4% of those not assigned to teams did so.

The fifth category of suggestions mentioned most frequently by the middle school students concerned discipline, e.g., there should be more rules; the teachers should be more strict; the students should stop fighting; or students should have more respect for each other. There was little difference between the two schools: 12% of the middle school students and 13% of the junior high students suggested that there should be more discipline within their respective schools. Again, the greatest difference appears to occur within the m iddle school itself: only 9% of the students assigned to teacher teams as compared to 17% of those not assinged to teams felt that there should be more discipline.

For the middle school students, the sixth category of suggestions were related to various modifications of the time schedule. A few were apprehensive about Board of Education proposals for half-day schedules for next year; and a few expressed a desire for modified class room time schedules, e.g., longer periods or longer breaks between periods, etc. This category was the second most important item for the junior high school students; their emphasis upon time scheduling has been

influenced by the rather large number of suggestions that the lunch hour should be longer in their school. With the exception of this particular item, there appears to be little difference between the middle school and the junior high school student opinions. There is a considerable difference within the middle school, however, 21% of the students assigned to teacher teams versus only 5% of those not assigned to teams made suggestions related to time.

While dances, competitive sports, after-school recreation and other kinds of activities ranked seventh on the list of middle school students' suggestions, activities ranked third in importance for the junior high school students. There is a considerable difference between the schools: 5% of the middle school students and 23% of the junior high school students suggested more activities for their schools. There was no difference between the two groups of students within the middle school.

Finally, there were a large number of miscellaneous suggestions that could not be placed into any more general types of categories. The junior high students seemed to place a little more emphasis upon personal relationships and academic concerns: ten suggested that they be given more freedom; seven asked for less students in the school (even though their school is smaller than the middle school). The suggestions reflected a variety of concerns:

> "I think that some schools should have dorms. For kids that don't get along with their parents good. So that so many people would stop running away from home."
>
> "Not so crowded classes. Keep the young teachers and let the older ones go. Put students on the level that their brain is on instead of on someone else's brain."

"I think we need more outside help, from the voters. They have voted down the millage, so now they (the board) have to 'release' the cool, young teachers!"

"I think something should be done about pushy negroes. Some of them are terrible. There are whites too, who do not respect the laws of (Jr. High). The people who are bussed in are the trouble makers."

"Teachers working in the same subjects should do the same things and grade the same, because some classes I have now in certain subjects, I would get better if I just had a different teacher."

As has been stated, the kinds of suggestions that the students gave to an open-ended question do not appear to vary greatly between the two schools. The junior high students appear to place more emphasis upon having more activities and a longer lunch hour. The major area of concern for both groups of students centered around the physical plant, i.e., cleaning it up, or remodeling it, or replacing it. Few of the suggestions, however, pertain to important substantive aspects of the educational process itself, e.g., teacher-student relationships; administration-student relationships, etc. There were several suggestions from both schools related to student-student relationships, especially about fighting and discipline. It appears noteworthy to point out that there were considerable differences within the middle school student population, however. Students who are assigned to teacher teams appear to make many more different kinds of suggestions, and thus to indicate more dissatisfaction with various aspects of their school than those students who are not assigned to teams. The latter group appeared to be much more likely to state that their school was perfect, to suggest that there should be more discipline, and were considerably less likely to comment upon the condition of the building,

the quality of the food, the kinds of teachers that they had, or about the time schedule. It would appear that further investigation in this area merits consideration.

Organizational Effects: Middle School and Junior High Students

Since the purpose of this investigation is to investigate the broader differences between the two schools in order to more fully assess the impact of the middle school concept, the West Middle School students who have not been assigned to teams - and who thus do not receive the full benefit of the middle school program - have been excluded from the remainder of this analysis. The findings in this section apply to a total sample of 200 students: 100 of which were randomly drawn from the West Middle School sample of students who had been assigned to teacher teams and 100 of which were randomly selected from the total junior high sample of 183 students.

A major purpose for doing this is that the distributions of student responses to be reported in the following tables may be interpreted in terms of both the actual frequencies and the percentages of response rates.

As a means of checking the similarity of the two randomly drawn sub-samples, student background factors of socioeconomic status, age, race and sex were assessed. As is shown in Table 4.8, there is little difference between the two sub-samples. Socioeconomic status is quite similar at both ends of the continuum; there is some variation in the two middle groups (i.e., Craftsmen and Operatives) but this may be a result of variation in classification procedures. The distribution of

age is also quite similar, although the junior high sample tends to be slightly older. Both racial and sexual differences are nearly equal; the racial distribution in both school samples approximate the racial distribution for the entire student population of the Grand Rapids Public Schools.

TABLE 4.8

STUDENT SAMPLE CHARACTERISTICS

SOCIOECONOMIC STATUS (Father's Occupation)	MIDDLE SCHOOL	JUNIOR HIGH
Professional, technical, and kindred workers	7	7
Business managers, officials, proprietors	4	5
Clerical and sales workers	9	11
Craftsmen, foremen and kindred workers	26	7
Operatives and kindred workers	26	48
Armed forces, police, firemen	2	1
Unskilled, service and domestic workers	14	9
Housewives (ADC)	0	3
Other (don't know, relief, unemployed, retired)	12	9
	100	100
AGE		
11 years old	3	2
12 years old	21	16
13 years old	38	43
14 years old	33	32
15 years old	5	6
16 years old	0	1
	100	100
RACE		
White	77	73
Black	19	21
Mexican; Indian	4	6
	100	100
SEX		
Male	48	50
Female	52	50
	100	100

Basic Question, Twenty

Of major importance in the performance of any role is the support of others. For the student role, then, a number of educators, sociologists and psychologists have emphasized the importance of certain others who influence different areas of academic behavior. As stated in the Review of the Literature, one of the primary objectives of the middle school concept is that of making the teacher a more "significant other". In order to assess the extent to which this has occurred and whether the middle school student is more likely than the junior high student to perceive his teacher as being a significant academic other, middle school students and junior high school students were asked the following question:

> There are many people who are concerned about how well young people do in school. In the spaces below, list the NAMES of the people you feel are concerned about <u>how well you do in school</u>. Please indicate who each person is.

Five spaces were provided for the students to write in the names of people whom they felt were concerned about their school behavior and how these people were related to them. (See Appendix B, Questionnaire Item No. 1) The results are presented in Table 4.9.

TABLE 4.9

Middle School and Junior High School Student Selections of Academic Significant Others

	Mother	Father	Siblings	Relatives	Teachers	Counselors	Neighbors	Friends	Principal	None
FIRST CHOICE										
Middle School	50	16	2	2	19	0	2	5	0	4
Junior High	47	25	0	7	12	1	0	5	0	3
SECOND CHOICE										
Middle School	23	40	5	4	12	1	4	3	0	8
Junior High	33	38	6	9	5	0	0	3	1	5
THIRD CHOICE										
Middle School	7	16	11	16	13	1	2	8	3	23
Junior High	11	5	14	27	10	0	2	13	3	15
FOURTH CHOICE										
Middle School	4	9	11	19	9	1	3	5	0	39
Junior High	1	4	6	28	11	1	2	11	0	36
FIFTH CHOICE										
Middle School	3	1	5	15	9	0	1	7	0	58
Junior High	0	3	6	22	7	0	0	8	0	54
TOTALS										
Middle School	87	82	34	56	62	3	12	28	3	
Junior High	92	75	32	93	45	2	4	40	4	

Based upon the total frequencies of mention, it may be seen that the rank-ordering of academic significant others as stated by the two student populations occurs as presented in Table 4.10.

TABLE 4.10

Rank-Order of Academic Significant Others By School

Rank	West Middle Students	Junior High Students
1	Mother (87%)	Relatives (93%)
2	Father (82%)	Mother (92%)
3	Teacher (62%)	Father (75%)
4	Relatives (56%)	Teacher (45%)
5	Siblings (34%)	Friends (40%)
6	Friends (28%)	Siblings (32%)
7	Neighbors (12%)	Neighbors (4%) Principal (4%)
8	Counselors (3%) Principal (3%)	Counselors (2%)

It may be assumed that there are two general categories of academic significant others that the school may influence: the teachers and the peer group. To the extent that this is so, it can be surmised that the middle school program has had some impact in this area. For both groups of students, the teacher is ranked immediately after the father. In the middle school, however, 62% of the students stated that some teacher is concerned about how well they do in school as compared to only 45% of the junior high school students. The junior high school students were considerably more likely to indicate that their friends were a significant reference group (40%) than were the middle school students (28%). Therefore, it does appear as if the West Middle School has succeeded in reducing peer group influence and in enhancing the

importance of teachers for students. It appears that neither principals nor counselors in either of the two schools are likely to be selected as academic significant others by very many students (2% - 4%).

Another method of assessing which kinds of persons in the school setting are likely to be viewed as being significant others or credible referents for the student role is that of asking students to name the first person that they would go to for help if they were confronted with various kinds of academic problems. Based upon this premise, both middle school and junior high school students were asked the two following questions:

1. If you had a problem with one of your daily assignments for a class at school, who is the first person that you would go to see about it? (See Appendix B, Questionnaire Item No. 36)

2. If you had a class in which ALL of the work seemed very hard for you, who is the first person that you would go to for help? (See Appendix B, Questionnaire Item No. 37)

Student responses to these two questions, as presented in Table 4.11, provide the bases for the following observations:

1. Peers as academic significant others:

   The percentages of junior high and middle school students who would go to a close friend for help with a difficult daily assignment are similar (17% and 18% respectively).

TABLE 4.11

Academic persons that middle school and junior high school students would seek for help if they had (1) a difficult daily assignment or (2) a class in which ALL of the work were hard for them.

PERSON	DIFFICULT ASSIGNMENT	DIFFICULT CLASS
A close friend:		
Middle School	18	8
Junior High	17	11
A classmate who is good in that class:		
Middle School	16	6
Junior High	19	9
Parents:		
Middle School	10	16
Junior High	18	15
The teacher who has the class:		
Middle School	37	43
Junior High	31	40
A favorite teacher:		
Middle School	4	3
Junior High	2	5
A counselor		
Middle School	8	18
Junior High	2	8
No one		
Middle School	4	3
Junior High	6	7
Someone else		
Middle School	3	3
Junior High	5	5

There is a slight difference between the two sub-samples, however, regarding whether they would ask a close friend for help if all of the work were difficult for them in a class: the junior high students are slightly more likely to do so (11% vs. 8%). Again, the junior high students are somewhat more likely to seek the help of a classmate who is good in the class both if they have a difficult assignment (19% vs. 16%) and if their entire class is difficult for them (9% vs. 6%). These rather consistent differences, even though minimal, indicate that the middle school program may have partically reduced the influence of the peer group upon individual student behavior.

2. Parents as academic significant others:

   Junior high students appear to be more likely to seek the help of their parents when they have a difficult daily assignment (18% vs. 10%), but there is little difference between the two groups regarding their quests for parental guidance if they were to have a class in which all of the work were hard for them (16% and 15%). It is of interest to note that the middle school pupils are more likely to turn to their parents if they have a difficult daily assignment (10%).

3. Teachers as academic significant others:

   Middle school students appear to be more likely to view the teacher as a credible referent for both kinds of problems. Thirty seven percent of the middle school students would first contact the teacher of the class if they had a difficult

assignment as compared to 31% of the junior high students. Again, a slightly larger proportion of the middle school students (43%) than of the junior high pupils (40%) would see this teacher if the whole class were difficult for them. Very few of the students in either school would first contact their favorite teachers in either case (from 2% to 5%). Therefore, it can be surmised that the middle school program has slightly succeeded in making teachers become a more significant academic other, especially those who teach the classes in which the pupils might have difficulties.

4. Counselors as academic significant others:

Middle school students are somewhat more likely to view their counselors as being credible academic referents than are the junior high school students, especially if there is the possibility of having problems with an entire class. Only 8% of the junior high students would seek a counselor if they had this kind of a problem as compared with 18% of the middle school students. Both groups of students are considerably less likely to seek the help of a counselor if they have a difficult daily assignment, but again the middle school students are more likely to do so (8% vs. 2%). On the bases of these consistent differences, then, it may be surmised that the middle school program has succeeded in making the counselor's role a more significant point of reference for students.

5. Residual categories as academic significant others:
Although very few of the students in either school would go to no one for help, the junior high students are more likely to state this both in the case of a difficult daily assignment (6% vs. 4%) and in the event that they had a difficult class (7% vs. 3%). The incidence of students' naming persons other than those previously described was slight for both schools; but again a slightly larger proportion of junior high students selected "someone else" as a significant academic other than did the middle school pupils (5% vs. 3%).

Basic Question, Twenty One

Often one of the specified goals of any educational innovation is that of enhancing students' educational and occupational aspirations and plans. In order to assess differences between the two schools, four different questions were formulated to assess Educational Aspirations, Educational Plans, Occupational Aspirations and Occupational Plans. These items, in their respective order are as follows: (See Appendix B, Questionnaire Items Nos. 2, 3, 8 and 9)

Educational Aspirations
Now we would like to ask you some things about what you wish to do and plan to do in the future. If you were free to go as far as you wanted to go in school, how far would you like to go?

Educational Plans
Sometimes what we would like to do is not the same as what we really expect to do. How far in school do you expect you will really go?

Occupational Aspirations

If you were free to have any job you wanted after you finish your schooling, which one would you most like to have?

Occupational Plans

Sometimes the job that a person wishes to have is not the one that he actually gets. What kind of a job do you think you really will get when you finish school?

The distributions of responses and values are presented in Table 4.12.

Answer: There appears to be little difference between middle school and junior high students regarding either Educational Aspirations or Educational Plans. Neither variable would be of much utility in predicting which schools the students attended. In over 10% of the comparisons between students, there was a consistent difference in declarations of Occupational Aspirations - even this difference is likely to be of little predictive value. Occupational Plans is an even less powerful predictor: only 3% of the comparisons between the two groups of students showed any consistent differences regarding expected occupational attainment.

TABLE 4.12

EDUCATIONAL ASPIRATIONS AND PLANS AND OCCUPATIONAL ASPIRATIONS AND PLANS OF MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS

	Middle School Students	Junior High Students
Educational Aspirations		
I'd like to do graduate work beyond college	16	16
I'd like to graduate from college	34	40
I'd like to go to college for a while	8	3
I'd like to go to secretarial or trade school	6	5
I'd like to graduate from high school	32	27
I'd like to go to high school for a while	2	3
I'd like to quit right now	2	6
θ	.008	
Educational Plans		
I'd like to do graduate work beyond college	11	9
I'd like to graduate from college	29	39
I'd like to go to college for a while	7	7
I'd like to go to secretarial or trade school	3	3
I'd like to graduate from high school	44	32
I'd like to go to high school for a while	3	5
I'd like to quit right now	3	5
θ	.048	
Occupational Aspirations		
Professional, technical and kindred workers	49	44
Business managers, officials and proprietors	5	2
Clerical and sales workers	10	10
Craftsmen, foremen and kindred workers	8	4
Operatives and kindred workers	4	15
Armed forces, firemen, police	6	9
Unskilled, service and domestic	8	2
Housewife	1	2
Don't know	12	12
θ	.102	
Occupational Plans		
Professional, technical and kindred workders	30	30
Business managers, officials and proprietors	2	0
Clerical and sales workers	14	13
Craftsmen, foremen and kindred workers	10	2
Operatives and kindred workers	11	20
Armed forces, firemen, police	2	2
Unskilled, service and domestic	7	11
Housewife	2	3
Don't know	16	19
θ	.03	

Basic Question, Twenty Two

Part of the middle school philosophy deals with students' feelings of "belonging" to their school, i.e., student perceptions that the school that they attend is "their school". In order to determine whether there might be between-school differences in such student attitudes, students were asked to indicate (1) how happy they were about being in their respective schools; (2) how important the problems of their schools were to them; (3) how pleased they felt when they told people which school that they attended; and (4) whether they thought that, as far as going to school is concerned, attending their respective schools was one of the best things that has happened to them. (See Appendix B, Questionnaire Items Nos. 4, 5, 6 and 7)

The distributions of responses to these separate questions are presented in the following pages.

QUESTION: Would you say that you are happy about being in this school?

RESPONSES:	Definitely happy	Happy more often than not	Unsure	Unhappy more often than not	Definitely unhappy	θ
Middle School Students	7	27	30	13	23	
Junior High Students	16	29	28	7	20	.143

Answer: Although from 28% to 30% of the pupils in both schools are uncertain about this, the junior high students appear to be more likely to state that they are happy about being in their school than are the middle school students - 16% of the former versus 7% of the latter said that they were defintely happy; 45% of the junior high students could be characterized as being "generally happy" as compared to 34% of the middle school pupils. The percentage of students that could be said to be "generally unhappy" also favors the junior high school setting; i.e., 27% of the junior high students and 36% of the middle school students placed themselves in this category.

θ = .143 Interpretation: In over 14% of the comparisons between the two groups of students, there were consistent differences in statements about how happy the students were about being in their respective schools. It may be concluded that the knowledge of such differences in attitudes would not be of great value in predicting which schools the students attended.

QUESTION: In general, would you say that the problems of this school are important to you?

RESPONSES:	Are very important to me	Important more often than not	Unsure	Usually not too important to me	Not important to me at all	θ
Middle School Students	20	20	27	21	12	
Junior High Students	33	19	19	20	9	.138

Answer: The junior high students are more likely to state that the problems of their school are "Very Important" to them (33% vs. 20%). More than half (52%) of the junior high students see their school's problems as being "generally important" as compared to 40% of the middle school students. The middle school students are more likely to be uncertain about how important the problems of their school are to them (27% vs. 19%).

θ = .138 Interpretation: In nearly 14% of the comparisons of student responses from the two schools about how important the problems of their respective schools are to them there were consistent differences. Such a difference leads to the conclusion that the knowledge of this variable would not be of great utility in predicting which schools the students attended.

QUESTION: Would you say that you feel pleased when you tell people that you are a student of this school?

RESPONSES:	I am very pleased	I am usually pleased	Unsure	Usually not too pleased	Not pleased at all	θ
Middle School Students	16	38	17	11	18	
Junior High Students	27	33	19	10	11	.135

Answer: Junior high students are more likely to state that they are "Very Pleased" to tell people that they are a student of their school than are the middle school students (27% vs. 16%). There is little difference, however, between the proportions of the two students who are "generally pleased" (60% vs. 54%). A slightly greater percentage of middle school students appear to be generally displeased (29% vs. 21%).

θ = .135 Interpretation: There were consistent differences in less than 14% of the comparisons of the responses from the two schools about how pleased they are about telling people that they are students at their respective schools. Knowledge of this variable is not likely to enhance the efficiency of predicting which school the students attended.

QUESTION: As far as going to school is concerned, would you say that one of the best things that has happened to you is when you came to this school?

RESPONSES:	Yes, definitely	Yes for the most part	Unsure	Probably not	Definitely not	θ
Middle School Students	10	28	21	14	27	
Junior High Students	12	33	22	18	15	.119

Answer: While there is little difference between the two schools regarding whether their present experience is "Definitely" one of the best things that has happened to them (10% and 12%), the junior high students are slightly more likely to give generally positive responses (45% vs. 38%). Middle school students are more likely to give "Definitely" negative responses (27% vs. 15%) as well as "generally" negative responses (41% vs. 33%) to this question. An approximately equal number of students from each school expressed uncertainty with regard to this item (21% and 22%).

θ = .119 Interpretation: There were consistent differences in less than 12% of the responses that the students from the two different schools made regarding their feelings that attending their respective schools is one of the best things that has happened to them. It may be concluded that knowledge of this particular variable would be of little value in attempting to predict which schools the different students attended.

Basic Question, Twenty Three

As indicated in the Review of the Literature, one aspect of the middle school concept concerns the de-emphasis of the importance of grades along with the emphasis which is placed upon the perspective that individual students should work at their own levels. As stated in the descriptions of the research settings, the West Middle School has adopted this philosophy; the junior high school, however, does give formal recognition for academic achievement. Based upon such philosophical and procedural differences between the two schools, a series of questions were formulated as a means of assessing the extent to which the middle school program may have a unique impact upon students. These research questions and the distribution of student responses to these questions are presented in the following pages. (See Appendix B, Questionniare Items Nos. 10, 11, 12, 15, 16, 20, 21, and 22)

QUESTION: Forget for a moment how others grade your work. Please tell us about how YOU feel about the kind of work you do in class.

RESPONSES:	My work is excellent	My work is good	My work is average	My work is below average	My work is much below average	θ
Middle School Students	2	42	50	5	1	
Junior High Students	3	28	54	11	4	.167

Answer: Appropriately enough, the average response for schools is that most students feel that their work is average (50% and 54%). A somewhat higher percentage of middle school students feel that their work is above average (44%) than is true for the junior high students (31%). The junior high students had a larger percentage of responses that their work was below average (15%) than did the middle school (6%).

θ = .167 Interpretation: In less than 17% of the comparisons of student responses from the two different schools, there were consistent differences in whether students felt that their work was above average, average, or below average. It is concluded that the knowledge of this variable is not likely to substantially reduce the amount of error that might be made in an attempt to predict which school the students attended.

QUESTION: What kind of grade do you think you are capable of getting?

RESPONSES:	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly E's	θ
Middle School Students	40	39	20	0	1	
Junior High Students	22	56	19	2	1	.152

Answer: A considerably higher proportion of middle school pupils (40%) feel that they could get A's than is so for the junior high students (22%). The percentage of students from each school that feel that they are capable of getting B's or better, however, is approximately equal (79% and 78%). The distribution of responses for the remainder of the grade alternatives are also quite similar.

θ = .152 Interpretation: There were consistent differences in only 15% of the comparisons of the responses made by the two groups of students regarding the kinds of grades that they think they are capable of obtaining. It may be concluded that this variable would be of little value in predicting which kind of school that the students attended.

QUESTION: How important to you are the grades you get in school?

RESPONSES:	Very important	Important	Not particularly important	Grades do not matter to me at all	θ
Middle School Students	64	27	5	4	
Junior High Students	46	40	9	5	.180

Answer: A substantially higher proportion of middle school students (64%) than junior high students (46%) view grades as being "Very Important" to them. The majority of students in both schools feel that their grades are generally important (91% and 86%).

θ = .180 Interpretation: In 18% of the comparisons of middle school and junior high students responses about the importance of grades, there were consistent differences. The knowledge of student attitudes about the perceived importance of grades for themselves would not greatly reduce the error that would be made in predicting which schools the students attended.

QUESTION: How important to you are good grades as compared with other aspects of school?

RESPONSES:	Most important thing in school	Among the most important things in school	Some other things more important	Good grades don't matter at all	θ
Middle School Students	31	53	14	2	
Junior High Students	23	62	13	2	.06

Answer: While the middle school students are somewhat more likely to state that grades are the most important thing in school (31% vs. 23%), the percentage of students from each school that feels that grades are generally pretty important is approximately equal (84% and 85%).

θ = .06 Interpretation: In only 6% of the comparisons made of the responses from the two different student groups were there any consistent differences in attitudes about the priorities of importance attributed to grades. It is concluded that the knowledge of this variable would be of no utility in attempting to predict which kind of school program the students are enrolled in.

QUESTION: How important is it to you to do better than others in your school?

RESPONSES:	Very Important	Important	Not particularly important	Doesn't matter to me at all	θ
Middle School Students	27	47	18	18	
Junior High Students	20	46	31	3	.091

Answer: Responses from the middle school students dominate both extremes of the scale (27% vs. 20% state that it is "Very Important" for them to do better than others while 18% of the middle school students versus 3% of the junior high students declare that it "Doesn't matter at all.") The differences between the two schools, however, are not great in terms of "general importance" (74% and 66%) or of "general unimportance" (36% and 34%).

θ = .091 Interpretation: When the middle school and junior high school students reported how important it was to them to try to do better than others in their school, only 9% of the comparisons of the responses from the two schools were consistently different. It may be concluded that the use of this type of variable would do little to enhance the efficiency of predicting which schools the students attended.

QUESTION: How important is it to you to be high in your class at school?

RESPONSES:	Very Important	Important	Not particularly important	Doesn't matter	θ
Middle School Students	32	42	22	4	
Junior High Students	30	37	27	6	.098

Answer: A nearly equal percentage of students from each school reported that it is "Very Important" to them to rank high in their class at school (32% and 30%). This aspect of school life appears to be generally important to the majority of the students in both schools (74% of the middle school students and 67% of the junior high students). A slightly larger percentage of the junior high students (33%) than the middle school pupils (26%) do not attach much importance to their rank in class.

θ = .098 Interpretation: In comparing the responses of junior high and middle school students about how important it is for them to rank high in their class at school, there were consistent differences in their replies less than 10% of the time. It may be concluded that the knowledge of this variable would be of dubious value in attempting to predict which school programs that the students were enrolled in.

QUESTION: In your school work, do you try to do better than others?

RESPONSES:	All of the time	Most of the time	Occasionally	Never	θ
Middle School Students	7	57	26	10	
Junior High Students	13	41	41	5	.027

Answer: While a slightly higher proportion of junior high students (13%) are more likely than the middle school students (7%) to try to do better than others in their school work all of the time, the middle school students appear to be more likely to try to excel in general (64% vs. 54%). Again, a larger percentage of middle

school pupils (10%) than the junior high students (5%) claim that they "Never" try to do better than others, but a higher proportion of junior high students attempt this only occasionally or less (46% vs. 36%).

θ = .027 Interpretation: In comparing the responses of junior high and middle school students about how often they attempt to try to do better than others in their school work, there were consistent differences in their replies less than 3% of the time. It may be concluded that the knowledge of this variable would be of no utility in any attempt to predict which schools the students attended.

QUESTION: How do you feel if you don't do as well in school as you know you can?

RESPONSES:	I feel very badly	I feel badly	I don't feel particularly badly	Doesn't bother me at all	θ
Middle School Students	37	43	12	8	
Junior High Students	32	39	23	6	.085

Answer: Middle school students are more likely to both feel "Very Badly" (37% vs. 32%) and to feel badly in general (80% vs. 71%) than are the junior high students if they do not do as well in school as they know they can. A slightly larger proportion of the junior high students (29% vs. 20%) indicated that this is not particulary problematic to them.

θ = .085 Interpretation: In comparing the reports of middle school and junior high students about how they feel if they do not do as well in school as they know they can, there were consistent differences in the responses from the two schools less than 9% of the time. The use of this variable is not likely to contribute greatly to the success of attempting to predict which schools the students attend.

Basic Question, Twenty Four

Part of the rationale for de-emphasizing the negative aspects of the importance of grades and for attempting to encourage students to work at their individual capacities rather than in competition with others is to help create within the individual student a sense of mastery over his environment, i.e., a sense of control over his life chances. In order to assess the unique effects of the middle school program as it might influence the student's attitudes regarding school work, the following modified true - false questions were asked of both middle school and junior high school students. (See Appendix B, Questionnaire Items Nos. 13, 14, 17, 18 and 19)

> It isn't how much you know but how much you are willing to put up with that gets you good grades.
>
> To get good grades you have to tell the teachers what they want to hear.
>
> If the odds are against you in your work at school, you can come out on top by persisting and keeping at your studies.
>
> You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school.
>
> What happens to a person in the future is largely a matter of fate or luck.

These research questions, along with the distributions of responses and the θ values, are presented in abbreviated form in Table 4.13.

TABLE 4.13

SENSE OF CONTROL OVER ACADEMIC ENVIRONMENT: MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS

QUESTION:	This is definitely true	This is more true than false	I am uncertain about this	This is more false than true	This is definitely false	e
It isn't how much you know but how much you are willing to put up with that gets you good grades.						
Middle School Students	20	34	35	6	5	
Junior High Students	20	30	29	8	13	.077
To get good grades you have to tell the teachers what they want to hear.						
Middle School Students	20	33	20	17	10	
Junior High Students	20	26	22	22	10	.056
If the odds are against you in your work at school, you can come out on top by persisting and keeping at your studies.						
Middle School Students	41	29	23	3	4	
Junior High Students	35	41	21	1	2	.001
You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school.						
Middle School Students	32	26	17	13	12	
Junior High Students	21	26	23	20	10	.121
What happens to a person in the future is largely a matter of fate or luck.						
Middle School Students	9	14	44	13	20	
Junior High Students	6	15	41	18	20	.047

Answer:

It isn't how much you know ...

A slightly larger percentage of the middle school students agreed with this statement than did the junior high students (54% vs. 50%). The

junior high students are somewhat more likely to disagree (21% vs. 11%). Over a third of the middle school students (35%) are not certain about this aspect of academic performance as compared to 29% of the junior high pupils.

θ = .077

Interpretation: The differences in middle school and junior high school students' responses to the statement "It isn't how much you know but how much you are willing to put up with that gets you good grades" were consistent less than 8% of the time when these responses were compared against each other. It may be concluded that the knowledge of this variable would contribute little to the efficiency of predicting which schools the two groups of students were enrolled in.

To get good grades ...

A slightly higher percentage of middle school students (53%) than junior high students (46%) agreed with the statement that you have to tell the teachers what they want to hear in order to get good grades. A slightly larger percentage of junior high students (32%) tended to disagree as compared with the middle school pupils (27%).

θ = .056

Interpretation: In comparing the responses made by the two groups of students regarding the truth of the statement that "to get good grades you have to tell the teachers what they want to hear" there were consistent differences between the two schools less than 6% of the time. In the attempt to make predictions about which schools that two groups of students might attend, the use of such a variable would not be a useful forecastor.

If the odds are against you ...

The majority of the students from both schools agreed with the statement that "If the odds are against

you in your work at school, you can come out on top by persisting and keeping at your studies;" (70% of the middle school sample and 76% of the junior high sample agreed). The remainder of the distribution of responses was minimal and approximately equal for both schools.

θ = .001

Interpretation: In less than .1% of the comparisons made among students from the two schools were there consistent differences in students' feelings about whether they can surmount certain obstacles by perserverance. The use of such a variable would be of no value in making an attempt to predict which schools the two groups of students were enrolled in.

You have to learn what the teachers say you must ...

The middle school students were more likely to agree (58% vs. 47%) and the junior high students tended to disagree more often (30% vs. 25%) with the statement that "You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school." A slightly higher proportion of the junior high students were uncertain (23% vs. 17%).

θ = .121

Interpretation: In more than 12% of the comparisons made among students from the two schools, there were consistent differences in students' perceptions about their freedom to use their own initiative and imagination. Such a difference leads to the conclusion that the use of this variable would not greatly enhance the efficiency of attempting to predict which schools the students attended.

What happens to a person ...

A high percentage of students from both schools indicated uncertainty about the statement that "What happens to a person in the future is largely a matter of fate or luck."

θ = .047

The middle school students were slightly more likely to respond positively (25% vs. 21%) while the junior high students were slightly more negative in their answers (38% vs. 33%).

Interpretation: There were consistent differences in students' perceptions about the importande of fate or luck for the future in less than 5% of the comparisons of the responses of the students from the two different schools. It may be concluded that the use of this variable is not likely to be productive in the attempt to predict which of the two schools that the student attends.

Basic Question, Twenty Five

A considerable amount of the related theoretical and research literature deals with the importance of parents for the performance of the student role. It is often suggested that students' perceptions of parental attitudes, opinions and beliefs exert an impact upon student performance. Many empirical studies indicate that the following kinds of social-phycological variables may influence the student role: (1) student perceptions of how parents evaluate their academic performance, (2) student perceptions of the importance that their parents place upon academic achievement, (3) student perceptions of how far their parents expect them to go in the formal educational system, and (4) student perceptions of the amount of surveillance that parents maintain with respect to their school behavior. In order to assess that there might be variations between the two schools with regard to students' perceptions of these kinds of parental characteristics,

four separate questions were presented to the students. (See Appendix B, Questionnaire Items Nos., 23, 24, 25 and 26) These questions are presented in the following pages along with the distributions of the students' responses and the θ values.

QUESTION: In general, would your PARENTS say you are doing as well in school as you are capable of doing?

RESPONSES:	Yes, definitely	Yes, probably	Not sure	Probably not	Definitely not	θ
Middle School Students	25	27	19	16	13	
Junior High Students	13	27	17	31	12	.165

Answer: The middle school students are considerably more likely to perceive that their parents evaluate their school work favorably. More middle school than junior high students answered "Yes, Definitely" (25% vs. 13%) and more of the middle school students perceive a generally positive parental evaluation of their work (52% vs. 40%). The junior high students are considerably more likely to perceive that their parents have negative evaluations of their work (43% vs. 29%).

θ = .165 Interpretation: In nearly 17% of the comparisons made among students from the two schools, there were consistent differences in students' perceptions of how well their parents would say they are doing in school. The use of such a variable would not greatly enhance the efficiency of any equation that might be used to predict which schools the students attended.

QUESTION: How important is it to your PARENTS that you get mostly B's or better?

RESPONSES:	Very important	Important	Not sure	Not particularly important	Doesn't matter to parents	θ
Middle School Students	65	29	4	1	1	
Junior High Students	46	41	8	4	1	.203

Answer: The middle school pupils are considerably more likely to perceive that their parents view good grades as being "Very Important" than are the junior high students (65% vs. 46%). Similarly, the proportion of middle school students who feel that B's or better are generally important is greater than that in the junior high (94% vs. 87%).

θ = .203 Interpretation: In over 20% of the comparison of the responses made by junior high and middle school students about how much importance their parents attribute to grades there were consistent differences. If one were to attempt to guess which schools the two groups of students attended, the use of this variable would reduce error by more than 20%.

QUESTION: How far do you think your PARENTS expect you to go in school?

RESPONSES:	Quit as soon as I can	Go to high school awhile	Graduate from high school	Go to sec'y or trade school	Go to college for awhile	Graduate from college	Graduate work beyond college	θ
Middle School Students	4	3	36	2	15	31	9	
Junior High Students	2	5	39	3	3	41	7	.012

Answer: The percentage of students from each school that feel that their parents expect them to drop out of high school is equal (7%). The percentage of junior high students who perceive that their parents expect them to graduate from college is somewhat higher than that in the middle school (41% vs. 31%); but the proportion from each school that feels that their parents expect them to have some kind of college experience is nearly equal (55% and 51%).

θ = .012 Interpretation: In little more than 1% of the comparisons made among student responses from the two schools were there consistent differences in perceptions of parental expectations for future academic attainment. It may be concluded that the variable of Perceived Parental Expectations would be of little predictive value in attempting to guess which schools the two groups of students attended.

QUESTION: How well informed are your PARENTS about what you do in school?

RESPONSES:	They are extremely well informed	They are well informed	They are fairly well informed	They know nothing about my work	θ
Middle School Students	32	43	23	2	
Junior High Students	22	54	20	4	.073

Answer: The middle school students are somewhat more likely to respond that they perceive their parents to be extremely well informed as compared to the junior high students (32% vs. 22%). The majority of both samples, however, feel that their parents are generally well informed (75% and 76%).

θ = .073 Interpretation: In less than 8% of the comparisons made among students' responses from the two schools were there consistent differences in perceptions of parental levels of information. It may be concluded that the variable of perceived parental conditions of surveillance of academic behavior would be of little value in any attempt that was made to guess which schools that the two groups of students attended.

Basic Question, Twenty Six

As previously indicated, one of the objectives of the middle school philosophy is directed at modifying the impact of the peer group upon student behavior. Consequently, a series of questions were designed in an attempt to determine whether the West Middle School might be characterized by any unique kinds of social or academic climates within the

student body. (See Appendix B, Questionnaire Items Nos. 27-34) These questions are presented along with the distributions of student responses and the θ values in Tables 4.14 and 4.15.

TABLE 4.14

SOCIAL AND ACADEMIC CLIMATE INDICES: MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL STUDENT PERCEPTIONS

QUESTION:	Yes, definitely	Yes, probably	Not sure	Probably not	Definitely not	θ
Would your closest friend say that you are doing as well in school as you are capable of doing?						
Middle School Students	13	30	30	17	10	
Junior High Students	9	42	27	16	6	.065
Would you say that your FRIENDS are doing as well in school as they are capable of doing?						
Middle School Students	17	39	27	6	11	
Junior High Students	17	42	24	11	6	.027
Is it easy to be accepted into different friendship groups to which you would like to belong?						
Middle School Students	11	32	28	14	15	
Junior High Students	11	34	27	18	10	.031
Would you say that you get along well with other students in your classes?						
Middle School Students	15	59	12	8	6	
Junior High Students	23	52	12	10	3	.063

TABLE 4.14 (Con't.)

QUESTION:	Very important	Important	Not sure	Not particularly important	Doesn't matter at all	e
How important is it to your closest friend that you get mostly B's or better?						
Middle School Students	9	25	32	20	14	
Junior High Students	4	30	22	22	22	.096
How important is it to your friends that they get mostly B's or better?						
Middle School Students	31	35	24	5	5	
Junior High Students	23	51	15	8	0	.006

Answer: None of the indices employed in this assessment provided any discernible unique differences between the two schools.

Perceived friend's evaluations ...

Although the percentages are rather low, a slightly higher proportion of the middle students feel that their best friends would say that they are definitely doing as well in school as they can (13% vs. 9%). The trend is reversed in more general terms, however, in that 52% of the junior high students and 43% of the middle school students feel that their friends would give them a generally favorable evaluation. A rather high percentage from both schools are uncertain (30% and 27%); and a slightly larger percentage of middle school students feel that their friends would give them rather unfavorable evaluations of their academic performance (27% vs. 22%).

$\theta = .065$

Interpretation: In less than 7% of the comparisons made among the students responses were there consistent differences in student perceptions of friends' evaluations of their school performance. The variable of perceptions of friend's evaluations would be of little use in attempting to guess which schools the two groups of students attended.

Evaluations of friends' academic performance ...

An equal number from each school assert that their friends are working up to their ability (17% replied "yes, definitely"; 56% and 58% indicated that they are at least "probably" doing so). Approximately one-fourth of the students from each school are not certain; and 17% of the students from each school feel that their friends are working below their capabilities.

θ = .027

Interpretation: In comparing the responses made among the two groups of students, there were consistent differences in less than 3% of the cases. This leads to the conclusion that knowledge of student evaluations of their friends' academic performance levels would be of no utility in attempting to guess which schools the two groups of students came from.

Acceptance into friendship groups....

A small, but equal, proportion of students from each school replied that it is definitely easy to be accepted into different friendship groups (11%). The percentage of students who indicated that it is generally easy is again similar (43% and 45%); over one-fourth of the students did not know for sure in either school. Over one-fourth responded that it is not too easy (29% and 28%).

θ = .031

Interpretation: In less than 3% of the comparisons made of the responses of the middle school and junior high school students about the ease of joining different friendship groups, there was a consistent difference between the two samples. It may be concluded that this kind of variable would be of little use in guessing whether students attended a junior high or a middle school.

Relationships with classmates ...

The junior high students were more likely to state that they definitely got along well with their classmates (23% vs. 15%). The majority of the students from both schools, however, responded positively (middle school = 74%; junior high = 75%). An equal number from each school indicated that they were uncertain (12%) or replied negatively (14% and 13%).

θ = .063

Interpretation: There were consistent differences in student responses about their relationships with classmates in less than 7% of the cases under investigation. Such a difference leads to the conclusion that the knowledge of this kind of variable would not aid in guessing whether a student was enrolled in a middle school or a junior high school program.

Importance of one's grades to best friend ...

The middle school students were more likely to be uncertain about this item than were the junior high students (32% vs. 22%). The percentage of students from each school who perceive that their own grades are important to their friends is equal (34%). A larger percentage of junior high students reported that this aspect of schooling is generally unimportant to thier friends (44% vs. 34%). Again, the junior high students are more likely to report that their grades do not matter to their friends at all (22% vs. 14%).

θ = .096

Interpretation: In comparing students' responses about how important it is to one's friends that one should get B's or better, there were consistent differences between the two schools in less than 10% of the cases. It may be concluded that the use of this kind of variable would not appreciably enhance the success of guessing which kind of school a student attended.

Perceptions of importance of grades for friends ...

Middle school students are more likely to feel that good grades are definitely important for their friends (31% vs. 23%); but the junior high students are more apt to report that good grades are generally important (74% vs. 64%). A considerably higher proportion of the

middle school students are uncertain (24% vs. 15%); the percentage that feel that grades are not important for their friends is nearly the same in each school (10% and 8%).

θ = .006

Interpretation: In comparing students' responses about how important it is to one's friends that they should get B's or better, there were consistent differences between the two schools in less than .6% of the cases. It may be concluded that the use of this kind of variable would not appreciably enhance the success of guessing which kind of school a student attended.

TABLE 4.15

EXPECTATIONS FOR ACADEMIC ACHIEVEMENT: Educational Plans, Educational Expectations for Best Friend; and Perceptions of Best Friend's Expectations for Self

QUESTION:	RESPONSES[1]							
	1	2	3	4	5	6	7	θ
How far in school do you expect you will really go?								
Middle School Students	3	3	44	3	7	29	11	
Junior High Students	5	5	32	3	7	39	9	.048
How far in school do you think your best friend will go?								
Middle School Students	9	6	32	2	12	35	4	
Junior High Students	7	8	41	4	9	23	8	.065
How far do you think your best friend expects you to go in school?								
Middle School Students	5	2	46	4	10	29	4	
Junior High Students	7	7	48	2	4	27	5	.090

[1] 1 = Quit as soon as possible
2 = Continue in high school for awhile
3 = Graduate from high school
4 = Go to secretarial or trade school
5 = Go to college for awhile
6 = Graduate from college
7 = Graduate work

Answer: There appears to be little difference between the middle school and the junior high academic climate as is measured by Educational Plans, Educational Expectations for Friends, and Perceived Friends' Expectations for Self.

Educational Plans ...

θ = .048

A slightly higher proportion of junior high students expect to not complete high school (10% vs. 6%); but a slightly larger percentage of the junior high pupils plan on obtaining some kind of formal education beyond high school (58% vs. 50%).

Interpretation: In comparing the responses of middle school and junior high school students about their future Educational Plans, there were consistent differences in less than 5% of the cases. This variable would be of little use in attempting to guess which schools the students attended.

Educational Expectations for Friends ...

θ = .065

In both schools, 15% of the students stated that they expected their best friends to leave before finishing high school. The middle school students are more likely to expect that their friends shall obtain some type of education beyond high school (53% vs. 44%).

Interpretation: In less than 7% of the comparisons made of the responses by the two student samples were there consistent differences between the two groups. It is not likely that the concept of Educational Expectations for Friends would be useful in attempting to guess which schools the students attended.

Perceived Friends' Expectations for Self ...

Junior high students are more likely to report that they feel that their friends expect them to not finish high school (14% vs. 7%). A higher percentage of middle school students reported that they perceived their friends expected them to acquire some education beyond high school (45% vs. 38%).

θ = .090

Interpretation: In 9% of the comparisons made of the responses by the two groups of students, there were consistent differences in their replies. It is not likely that the use of this variable would be valuable in predicting which kinds of program that the students were enrolled in.

Basic Question, Twenty Seven

An important aspect of the middle school philosophy concerns student-teacher relationships; a basic component of the desired kinds of social relationships between students and teachers is centered around the notion of the influence of an adult role model. As has been previously discussed, students in a middle school type social milieu should be more likely to select a school staff member as one who is important to self than are junior high school students. Furthermore, the literature suggests that teachers in the middle school setting should be more likely to function as role models for their students. Based upon these assertions, a series of questions were designed to assess any unique differences that might be attributed to the middle school program (See Appendix B, Questionnaire Items Nos. 49-52, and 54). These research questions are presented in the following pages along with the distributions of responses made by both groups of students and the θ values.

QUESTION: Is there any one particular teacher in your school that you consider to be your favorite teacher?

RESPONSES:	Yes, there is one	Yes, there are several	No, I like them all	No, don't care for any	θ
Middle School Students	46	26	21	6	
Junior High Students	53	29	12	6	.092

Answer: The junior high students are slightly more likely to state that they have a favorite teacher (53% vs. 46%) or that there are several different teachers whom are their favorites (29% vs. 26%). The middle school pupils are somewhat more likely to state that they like all of their teachers about the same (21% vs. 12%).

θ = .092 Interpretation: In making comparisons of middle school and junior high school students' responses regarding whether or not they consider any one particular teacher to be their favorite teacher, there were consistent differences in less than 10% of the comparisons. Knowledge of whether or not students have a favorite teacher would not be very useful in attempting to guess which school programs the students were enrolled in.

QUESTION: In general, would your favorite teacher say you are doing as well in school as you are capable of doing?

RESPONSES:	Yes, Definitely	Yes, Probably	Not Sure	Probably Not	Definitely Not	θ
Middle School Students	16	29	27	20	8	
Junior High Students	14	36	19	26	5	.013

Answer: A slightly larger percentage of the junior high students feel that their favorite teachers would favorably evaluate their work (50% vs. 45%); but there is also a slightly larger

proportion of the junior high students who perceive that their favorite teachers would negatively evaluate their performances in school (31% vs. 28%). A considerably higher proportion of the middle school students stated that they were uncertain about the evaluations of their favorite teacher (27% vs. 19%).

θ = .013 Interpretation: In comparing responses of junior high and middle school students about how they feel that their favorite teachers would evaluate their academic performances, there were consistent differences between the two groups in slightly more than 1% of the cases. Such a variable would contribute little in attempting to guess which schools the two groups of students attended.

QUESTION: How far do you think your favorite teacher expects you to go in school?

RESPONSES:	Quit as soon as possible	High school a while	High school graduate	Sec'y. or trade school	College a while	College graduate	Graduate work	θ
Middle School Students	3	2	46	3	10	30	6	
Junior High Students	3	5	35	4	5	38	10	.096

Answer: There is a slightly larger proportion of junior high students who perceive that their teachers hold higher expectations for them - for both graduating from college (38% vs. 30%) and going to graduate school (10% vs. 6%). Nearly half (46%) of the middle school students feel that their teachers only expect them to graduate from high school as compared to slightly over one-third (35%) of the junior high students. A slightly larger percent of the junior high students indicated that their teachers expect them to drop out of high school (8% vs. 5%).

θ = .096 Interpretation: In less than 10% of the comparison of responses of junior high and middle school students were there consistent differences in pupil perceptions of teacher expectations for future academic attainment. The variable of perceived teacher's expectations is not likely to be a powerful predictor in attempting to guess which kind of schools the two groups of students are enrolled in.

QUESTION: How important is it to your favorite teacher that you get mostly B's or better?

RESPONSES:	Very Important	Important	Not sure	Not too important	Other things more important	θ
Middle School Students	20	38	35	5	2	
Junior High Students	29	42	19	6	4	.134

Answer: The middle school students appear to be much less likely to feel that good grades are of importance to their favorite teacher (58% vs. 71%). A considerably larger percentage of the middle school students indicated that they were uncertain about the importance of grades to their favorite teacher (35% vs. 19%). Only a few of the students from each school, however, felt that grades are relatively unimportant to their g teachers (7% and 10%).

θ = .134 Interpretation: In comparing the responses of middle school and junior high school students about their perceptions of the importance of their grades to their favorite teachers, there were consistent differences in their replies in less than 14% of the cases. Such a difference leads to the conclusion that the use of this variable would not significantly reduce the amount of errors that would be made in attempting to predict which schools the two groups of students belonged to.

QUESTION: Is your favorite subject taught by your favorite teacher?

RESPONSES:	YES	NO
Middle School Students	54	46
Junior High Students	48	52

Answer: There is little difference between the schools regarding whether or not a student's favorite teacher teaches his favorite subject. Approximately half of the students in both schools reported that this was the case.

Basic Question, Twenty Eight

A major premise of the modification of the social organization of student - teacher relationships is that such interactions shall be facilitated and enhanced. Consequently, a series of questions were formulated to assess whether there might be differences between the two schools, at least with regard to frequency of interaction and normative rates of interaction. (See Appendix B, Questionnaire Items Nos. 40, 41, and 48) The results are presented in Table 4.16.

TABLE 4.16

MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL STUDENT INDICATIONS OF FREQUENCY OF INTERACTION WITH TEACHERS

QUESTION: When is the last time that you talked to one of your teachers about your school work?

RESPONSES:	Today	From 2-5 days ago	From 5-10 days ago	More than 10 days ago	Haven't this year	Don't remember	θ
Middle School Students	24	26	4	12	10	24	
Junior High Students	22	24	7	11	10	26	.035

QUESTION: In general, how often would you say that you have talked to your teachers about the work you have done in school this semester?

RESPONSES:	More than once a day	About once a day	2 - 3 times a week	About once a week	2 - 3 times a month	Less than once a month	θ
Middle School Students	12	11	22	18	15	22	
Junior High Students	5	12	17	22	16	28	.125

QUESTION: As compared to your closest friends at school, how often do you talk to your teachers about your school work?

RESPONSES:	Much more often	Somewhat more often	About the same	Somewhat less often	Much less often	θ
Middle School Students	3	10	52	17	19	
Junior High Students	10	18	47	13	12	.192

Answers:

Last time talked to teachers ...

Approximately half of the students from both schools had talked to their teachers within the last 5 days. (This questionnaire was given on a Monday.) Around one-fourth of the students did not remember when they had last talked to one of their teachers about their school work. The frequencies were very similar for both schools.

$\theta = .035$

Interpretation: In comparing responses made by both groups of students about the last time that they had talked to their teachers, there were consistent differences in less than 4% of the cases. This variable would be of little use if one were to guess which schools the two groups of students belonged to.

How often talk to teachers ...

The middle school students are more likely to indicate that they talk to their teachers more frequently about the work they do in school; 33% of them talk to their teachers at least once a day as compared to 17% of the junior high students. Around 63% of the middle school students see their teachers at least once a week as compared to 56% of the junior high pupils. 22% of the middle school students and 28% of the junior high students talk to their teachers about their work less than once a month.

$\theta = .125$

Interpretation: In comparing responses about how often students talk to their teachers about their school work, there were consistent differences in less than 13% of the comparisons made between the middle school and the junior high school.

Frequency of talking to teachers as compared to friends ...	Approximately half of the students in each school feel that they contact their teachers about as often as their friends do. There is a considerably larger percentage of junior high student who feel that they talk to their teachers more often than their friends do (28% vs. 13%); a greater proportion of the middle school students feel that they see their teachers less often than their friends do (36% vs. 25%).
$\theta = .192$	Interpretation: In almost 20% of the comparisons of the responses made by the middle school and the junior high school students, there were consistent differences in their replies about how often they talked to their teachers as compared to their friends. If this variable were to be used to guess which schools the two groups of students belonged to, there would be a 20% reduction in error.

Basic Question, Twenty Nine

The final question must be asked of, from the students' perspectives, what kinds of student - teacher relationships exist within their respective schools? Are there, as is suggested by the literature, real differences in the attitudes of middle school teachers - as perceived by students? Do students really perceive any unique kinds of teacher behavior that might be attributed to the middle school setting?

A series of questions were constructed in an attempt to determine whether there might be such differences between the middle school and the junior high school program. (See Appendix B, Questionnaire Items Nos. 35, 38, 39, 40, 43-47)

The results of these questions are presented in Table 4.17.

TABLE 4.17

MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL STUDENT PERCEPTIONS OF STUDENT - TEACHER RELATIONSHIPS; TEACHER ATTITUDES; AND TEACHER PERFORMANCE

QUESTION	RESPONSES					
	Yes, Definitely	Yes, Probably	Not Sure	Probably Not	Definitely Not	e
In general, would you say that you get along well with the teachers in your classes?						
Middle School Students	27	45	12	10	6	
Junior High Students	21	50	11	5	13	.063
In general, would you way that the teachers that you have are interested in how well you do in school?						
Middle School Students	33	30	19	14	4	
Junior High Students	28	38	19	13	2	.003
Would you say that the teachers in your school make you feel that they are interested in you?						
Middle School Students	17	36	28	7	12	
Junior High Students	21	35	24	15	5	.050
Would you say that the teachers in your school have always been fair with you?						
Middle School Students	19	34	18	19	10	
Junior High Students	14	48	14	17	7	.048
Have you been able to talk to your teachers as often as you needed to?						
Middle School Students	12	34	31	11	12	
Junior High Students	18	39	20	14	9	.104

TABLE 4.17 (Con't.)

QUESTION	RESPONSES					
	Yes, Definitely	Yes, Probably	Not Sure	Probably Not	Definitely Not	θ
If there were more opportunities, would you talk to your teacher more often than now?						
Middle School Students	13	37	28	17	5	
Junior High Students	22	35	17	22	4	.075
Would you say that a lot of teachers use grades as a way of getting back at students?						
Middle School Students	17	23	18	19	23	
Junior High Students	16	20	27	19	18	.019
Would you say that the teachers discourage you from using your own opinions when answering questions in class and in tests?						
Middle School Students	13	17	35	16	19	
Junior High Students	11	20	30	23	16	.011
Would you say that your teachers surprise you by getting you interested in subjects you had never really thought much about before?						
Middle School Students	31	30	27	7	5	
Junior High Students	25	38	24	11	2	.025

Answers:

Get along well with teachers ...

Middle school students are slightly more likely to state that they definitely get along with their teachers (27% vs. 21%); but a nearly equal proportion from both schools indicated that they generally get along well (72% and 71%). A slightly larger percentage of the junior high students stated that they definitely do not get along with their teachers (13% vs. 6%).

$\theta = .063$

Interpretation: There were consistent differences in student responses in only slightly more than 6% of the comparisons. This variable would not be a very efficient predictor.

Teachers are interested ...

A slightly larger percentage of the middle school students stated that their teachers are definitely interested in how well they do in school (33% vs. 28%). The proportion from each school that feels their teachers are generally interested in their progress is nearly equal (63% and 66%). Nearly one-fifth of the students from both schools are uncertain.

$\theta = .003$

Interpretation: There were consistent differences in the student responses in only .3% of the comparisons made of the two schools. This variable would be useless as a predictor of which schools the students attended.

Teachers make you feel they are interested in you ...

A slightly larger percentage of the junior high students stated that teachers definitely make students feel that they are interested in them (21% vs. 17%). A similar percentage from each school indicated that they generally feel that the teachers are interested in them (53% and 56%). A rather large group from each school (28% and 24%) are uncertain about this. More middle school

students (N = 12) feel that the teachers definitely do not display interest in them (as compared to 5 junior high students).

θ = .050

<u>Interpretation</u>: There were consistent differences in only 5% of the comparisons of the responses from the two schools. Such a small difference leads to the conclusion that this variable would be an inefficient predictor.

Teachers have been fair ...

Middle school students are slightly more likely to state that their teachers have definitely always been fair with them (19 vs. 14); but more junior high students indicate that their teachers are generally fair (62 vs. 53). The remainder of the distributions of responses are similar for each school.

θ = .048

<u>Interpretation</u>: There were consistent differences in the responses from each school in less than 5% of the comparisons that were made. This variable would be a poor predictor in guessing which schools the students attended.

Able to talk to teachers ...

A slightly larger percentage of the junior high students stated that they definitely were able to talk to their teachers as often as they wanted to (18% vs. 12%) and that they generally were able to (57% vs. 46%). Nearly one-third of the middle school pupils were uncertain about this (31) as compared to one-fifth (20) of the junior high students. Almost one-fourth of the students in each school said they were not able to talk to their teachers as often as needed.

θ = .104

<u>Interpretation</u>: In comparing the responses from each school, there were consistent differences in 10.4%

of the cases. This kind of a variable is not likely to be very efficient in any attempt to predict which schools the students are enrolled in.

Would you talk to your teachers more often ...

A somewhat greater proportion of the junior high students would talk to their teachers given the opportunity to do so. (Definitely = 18 vs. 12; At least probably = 57 vs. 50) A considerably larger proportion of the middle school students are uncertain (28 vs. 17). Nearly one-fourth of the students from each school would not do so (22% and 26%).

θ = .075

Interpretation: There were consistent differences in the responses from the two schools in 7.5% of the comparisons that were made. This variable would be of dubious value for predicting which schools the students attended.

Teachers use grades to get back at students ...

Middle school students are more likely to say that their teachers definitely do not (23 vs. 18) and probably do not (42 vs. 37) use grades as a way of getting back at students. A somewhat higher proportion of the junior high students are not sure (27 vs. 18). A rather large proportion from the middle school (40) and the junior high (36) feel that this may be the case.

θ = .019

Interpretation: There were consistent differences in less than 2% of the comparisons of the student responses from the two schools. This variable would be of nearly no value in predicting which schools the students attended.

Teachers discourage opinions ...

Nearly one-third of the students from each school (30% and 31%) feel that teachers discourage them from

using their own opinions in class and in tests; nearly one-third are uncertain (35% and 30%) and nearly one-third from each of the schools feel that this is not the case (35% and 39%).

$\theta = .011$

Interpretation: There were consistent differences in only 1.1% of the comparisons of the students' responses from the two schools. If an attempt were to be made to guess which school students attended, this variable would be of little utility.

Teachers surprise you ...

A similar majority of students from both schools stated that their teachers surprise them by getting them interested in subjects they hadn't thought about before (61% and 63%); a slightly larger percentage of the middle school students stated that this is definitely so (31% vs. 25%). Nearly one-fourth of the students in each school were unsure.

$\theta = .025$

Interpretation: There were consistent differences in less than 3% of the comparisons of the responses made by the students from each school. This variable would be of little use in trying to guess which schools the students were from.

Summarization of Findings

Middle School and Junior High Students

Ten different basic research questions have been formulated in order to assess the extent to which the West Middle School student roles function in accord with the goals of the middle school concept and to examine possible differences between the middle school and the junior high students. The following discussion is based upon a summary of the obtained results and the differences which were found between the two groups of students.

As has been discussed in the Review of the Literature, there are at least four different major role expectations which should differentiate the middle school student from the junior high student. In order of their presentation, the first was: middle school students should be more likely to select a school staff member who is important to self.

Findings relevant to this particular dimension are as follows:

1. In naming persons perceived as being concerned about how well they do in school, the middle school students are considerably more likely to name one or more of their teachers than are the junior high students (62% vs. 45%).
2. In naming persons that they would first go to for help if they had a problem with a daily assignment, the middle school students are slightly more likely to indicate a school staff member, i.e., teachers (41% vs. 33%), or counselors (8% vs. 2%).
3. In naming persons that they would first go to for help if they had a class in which ALL of the work were hard for

them, middle school students are slightly more likely to go to the teacher of that class (43% vs. 40%) and are considerably more likely to go to a counselor (18% vs. 8%).

4. The middle school students are somewhat less likely to state that they have a particular favorite teacher (46% vs. 53%) or that they have several favorite teachers (26% vs. 29%). A slightly larger proportion of the middle school students stated that they liked all of their teachers about the same (21% vs. 12%).

5. A somewhat greater proportion of the junior high students perceived their teachers to expect them to attain some kind of formal education beyond high school than did the middle school students (57% vs. 49%).

Based upon these findings, then, it may be tentatively concluded that the middle school students appear to be more likely to indicate that their teachers are credible referents for the student role. Furthermore, it may be that middle school students view their teachers more in terms of instrumental rather than affective values, i.e., they are more likely to go to them for help and to feel that their teachers are concerned about them, but they are less likely to have a favorite teacher or to feel that their teachers hold high expectations for them.

The second major expectation, as presented in the Review of the Literature, is that middle school students should be less likely than

junior high school students to feel that their peers assign importance to grades as an indicator of academic performance. The relevant findings are:

1. When asked to give the names of people concerned about how well they do in school, middle school students are less likely than are junior high students to give the name of a friend (28% vs. 40%).
2. In naming persons that they would first go to for help if they had a problem with a daily assignment, the middle school students are just as likely to contact a close friend (18% and 17%), but less likely to contact a classmate who is good in that class (16% vs. 19%).
3. In naming persons that they would first go to for help if they had a class in which ALL of the work were hard for them, middle school students are less likely to contact a close friend (8% vs. 11%) or a classmate who is good in that class (6% vs. 9%).
4. The junior high students were somewhat more likely to state that their own good grades were of little or no importance to their friends (44% vs. 34%), while the middle school students expressed a larger degree of uncertainty (32% vs. 22%).
5. There was little difference between the two schools regarding students' perceptions of the importance that their friends placed upon getting good grades. A slightly

larger percentage of the middle school students said that good grades were definitely important to their friends (31% vs. 23%), but a somewhat greater proportion of the junior high students claimed that grades were generally important to their friends (74% vs. 64%).

6. A substantially higher proportion of middle school students feel that grades are "Very Important" to them (64% vs. 46%); but the majority of the students in both schools feel that grades are generally important (91% and 86%).

Based upon these observations, it is tentatively concluded that the middle school students are less likely to perceive their peers as credible referents in the performance of the student role. They are somewhat less likely to view their peers as being concerned about how well they do in school or to turn to them as a source of aid when confronted with various kinds of academic problems. On the other hand, there is little to indicate that they feel that their peers assign less importance to grades as an indicator of academic performance; this trait variable appears to be stronger within the junior high setting.

A third major role expectation is that the students in the middle school social milieu should be more likely to state that their parents are well-informed about what they are doing in school. The findings relevant to this notion are as follows:

1. The middle school students are somewhat more likely to state that they feel their parents are extremely well

informed about what they do in school (32% vs. 22%). The majority of the students in both schools, however, indicated that their parents are at least generally well informed (75% and 76%). About 25% of the students in both of the schools felt that their parents were only fairly well informed; very few (2% and 4%) felt that their parents knew nothing at all about what they do in school. The difference between the two schools was minimal.

2. The middle school pupils are considerably more likely to perceive that their parents see good grades as being very important (65% vs. 46%). Again, a higher percentage of the middle school students felt that good grades were at least generally important to their parents (94% vs. 87%). Out of all the variables that have been examined within the two student samples, this one bears the strongest relationship to the middle school setting (θ = .203).

3. Middle school students are considerably more likely to feel that their parents would say that they are doing as well in school as they are capable of doing. More middle school students answered "Yes, definitely" (25% vs. 13%) or at least "Yes, probably" (52% vs. 40%). The junior high students were more likely to perceive that their parents would negatively evaluate their work in school (43% vs. 29%).

4. Students' perceptions of parental expectations for future educational attainment were nearly the same in each school. Over half (55% and 51%) felt that their parents expected them to have some kind of future college experience; about 7% in each school felt that their parents expected them to drop out of high school.

Based upon these findings, it is tentatively concluded that the differences between middle school and junior high school students' perceptions of the conditions of parental surveillance of their academic behavior are not great. Both groups of students perceive their parents to be pretty well informed about what they are doing in school. The middle school students feel that their parents place more importance upon good grades and that their parents would favorably evaluate their performance in the academic arena. There is no difference in students' perceptions of parental expectations for educational attainment as related to the school settings the students are affiliated with.

The fourth major role expectation is that students in the middle school setting should be more likely to indicate feelings of "belonging" to their school. According to the literature, one of the bases for this contention is that the middle school should be a three year program which includes grades six, seven and eight. The extra year of involvement should enhance feelings of "belonging." This notion can not be fully assessed within the West Middle School, for its program only includes grades seven and eight. Nevertheless, a series of questions were addressed to students in order to determine whether there might be any unique differences. The results are as follows:

1. The junior high students were more likely to indicate that they were happy about being in their school (45% vs. 34%) and the middle school students were more apt to state that they were generally unhappy (36% vs. 27%). 30% of the middle school students and 28% of the junior high students were undecided.
2. The junior high students are more likely to state that they are "Very pleased" to tell people that they are a student at their school than are the middle school students (27% vs. 16%). About the same proportion from each school, however, said that they were at least generally pleased (60% and 54%). A slightly larger proportion of the middle school students stated that they were usually not too pleased to inform people about which school they attended (29% vs. 21%).
3. The junior high students are slightly more likely to give favorable responses to the question, "Would you say that one of the best things that has happened to you is when you came to this school?" (45% vs. 38%) Middle school students are more likely to give "Definitely" negative responses (27% vs. 15%) as well as generally negative responses (41% vs. 33%).
4. The junior high students are more likely to feel that their school's problems are "Very important" to them (33% vs. 20%). Over half (52%) of the junior high students indicated that the problems of their school were at least

generally important to them as compared with 40% of the middle school students. Middle school students were more likely to be either undecided (27% vs. 19%) or essentially negative (32% vs. 29%).

Based upon these findings, it may be tentatively concluded that there is little basis to indicate that the middle school has done anything to enhance students' feelings of belonging to their school.

Based upon these questionnaire items, the junior high students rather consistently indicated greater feelings of involvement, attachment, and concern for their school. When these items were analyzed, however, there were no major statistical differences: the θ values ranged from .119 to .143.

It is concluded that the middle school students vary from the junior high students along only one basic dimension (a 20% difference in variations of responses between the two groups of students has been arbitrarily established as a difference which would result in predictive utility): their perceptions of the importance of good grades to their parents.

FINDINGS: PARENTS

As described in the section on Methodology, a team of Sociology of Education Fellows from Western Michigan University conducted interviews with 50 parents of middle school students and 50 parents of junior high students. This sample was selected by randomly selecting names of students known to have completed questionnaire data and then obtaining the names of their parents from the student record files. An advance letter was sent to these parents describing the nature of the study and informing them that they would be contacted by telephone in order to establish an appointment for their interview. (See Appendix C) As indicated in Table 4.18, the two groups of parents are fairly similar in terms of racial and socio-economic status characteristics.

TABLE 4.18

RACIAL AND SOCIO-ECONOMIC STATUS CHARACTERISTICS OF PARENT SAMPLE

	Middle School Parents	Junior High Parents
Race		
White	37	38
Black	11	11
Mexican, Indian	2	1
Socio-Economic Status		
Professional, technical and kindred	4	3
Business managers, officials, proprietors	2	7
Clerical and sales	2	5
Craftsmen, foremen and kindred workers	5	1
Operatives and kindred workers	20	21
Armed forces, police, firemen	2	1
Unskilled, service and domestic workers	5	6
Housewives (ADC)	2	4
Other (relief, unemployed, retired)	8	2

As has been presented in the section on the Review of the Literature, there are several areas in which it might be expected that the parents of middle school students differ from parents of students in the junior high school setting. Findings relevant to these different dimensions are presented in the order that they have been specified in the Review of the Literature.

Basic Question, Thirty

The first major expectation described is that the parent of the middle school pupil should be more likely to perceive the influence of school staff members, e.g., the middle school parent should be more apt to indicate that the child has a "favorite teacher." In order to determine whether there might be such a difference between middle school and junior high school students' parents, the following question was asked:

> Does it seem as if there is any one particular teacher in your child's school that is his favorite? (See Appendix C, Questionnaire Item No. 27)

Responses were as follows:

	Yes, there is one	Yes, there are several	No, likes them all the same	No, doesn't care for any of them	θ
Middle School Parents	27	6	15	2	
Junior High Parents	21	9	14	6	.132

Answer: Middle school parents are somewhat more likely to indicate that their children do have one particular favorite teacher (54% vs. 42%).

θ = .132 Interpretation: There were consistent differences in only 13% of the comparisons of the responses made by middle school and junior high school parents about whether their children had a favorite teacher. The use of this variable in guessing whether a parent had a child in a middle school or in a junior high school would not provide a very powerful basis for prediction.

Basic Question, Thirty One

Since it is one objective of the middle school program to facilitate students' feelings of "belonging", parents of middle school pupils should be more likely to indicate that their children look forward to going to school (and on to high school if the middle school does serve as a better means of transition) and that their children are more likely to talk about the work they do at school. In order to assess such differences, a series of questions - presented in Table 4.19 - were addressed to the middle school and junior high school parents. (See Appendix C, Questionnaire Items Nos. 5, 6 and 7)

TABLE 4.19

PARENTAL PERCEPTIONS OF STUDENT FEELINGS OF "BELONGING" TO SCHOOLS

QUESTION:	RESPONSES:				
In the morning, does your child look forward to:	Going to school	or	Doing something else		θ
Middle School Parents	41		9		
Junior High Parents	43		7		.04
Regarding high school, does your child:	Really want to go	or	Rather not go		
Middle School Parents	44		6		
Junior High Parents	45		5		.02
How often does your child talk about his work at school:	A lot	Sometimes	Seldom	Never	
Middle School Parents	24	12	10	4	
Junior High Parents	23	20	5	2	.058

Answer: As was the case with the student samples, the parents of the junior high students are slightly more likely to express various indications that their children have greater feelings of "belonging" to their school. Although the majority of both groups of students apparently look forward to going to school each morning, a slightly larger proportion of middle school students would rather do something else (18% vs. 14%). Although the majority of both groups of students seem as if they really want to go on to high school, a slightly larger proportion of the middle school students would rather not go (12% vs. 10%). Although the majority of both groups of students talk about the work they do in school a lot or sometimes, a greater proportion of the middle school students mention their work only seldom or never (14% vs. 7%).

θ = .02 - .058 Interpretation: The knowledge of any of the variables used in this study to assess parental perceptions of student feelings of "belonging" would not be useful for guessing whether parents had students in the middle school or the junior high setting. In comparing the responses made by the two groups of parents to these three different questions, there were consistent differences between their responses in only from 2% to 5.8% of the comparisons.

Basic Question, Thirty Two

Another expected difference between middle school and junior high school parents is that since the middle school program requires children to work at their own capacity, the parents of middle school children should be less likely to state that they feel the work is either too hard or too easy for their children. Based upon this premise, the parents were asked to indicate how their children felt about the work they did, how they themselves felt about their children's school work, and whether or not they felt their children were working up to capacity. (See Appendix C, Questionnaire Items Nos. 8, 9, 20 and 21) These questions are presented in abbreviated form in Table 4.20 along with the distributions of responses and the θ values.

TABLE 4.20

PARENTAL PERCEPTIONS OF DIFFICULTIES OF ASSIGNMENTS AND STUDENT PERFORMANCE

QUESTION:	RESPONSES:					
Does your child feel his school work is:	Too Hard	About Right	Too Easy			θ
Middle School Parents	5	40	5			
Junior High Parents	11	34	5			.108
Do you think your child's work is:	Too Hard	About Right	Too Easy			
Middle School Parents	2	39	9			
Junior High Parents	4	38	8			.052
How do YOU feel about the work he does? Is it:	Excellent	Good	Average	Below Average	Much Below	
Middle School Parents	7	20	19	3	1	
Junior High Parents	3	17	23	7	0	.177
Is your child doing as well as he is capable of doing?	Definitely	Probably	Not Sure	Probably Not	Definitely Not	
Middle School Parents	14	16	2	7	11	
Junior High Parents	12	10	1	10	17	.157

Answer: The middle school parents rather consistently indicated their perceptions that their children were working up to their capacities at approximately the right level of difficulty. As compared to the junior high parents, their perceptions were consistently more favorable along these dimensions.

Child's feelings ..

Only 10% of the middle school parents perceived that their children felt the work was too hard as compared to 22% of the junior high parents. Ten percent of the parents in both groups felt that their children viewed the work as being too easy.

θ = .108

Interpretation: In less than 11% of the comparisons of the responses made by the two groups of parents about their children's view of their school work, there were consistent

differences in their replies. This variable would not greatly improve the accuracy of guessing whether parents had children in the middle school or junior high school program.

Parent feelings of work ...

Only 4% of the middle school parents felt that the school work was too hard for their children as compared with 8% of the junior high parents. Nine of the middle school parents (18%) felt that the work was too easy as compared to 16% (N=8) of the junior high parents.

θ = .052

Interpretation: In comparing the responses of middle school and junior high school parents about how difficult they felt their children's school work was, there were consistent differences in only 5% of the comparisons. The use of this kind of information would be of little utility for guessing which schools these parents had children in.

Evaluation of child's work ...

The middle school parents are somewhat more likely to state that they feel their children are doing good or excellent work in school (54% vs. 40%). A slightly larger majority of the junior high parents feel that their children are doing average work (46% vs. 38%).

θ = .177

Interpretation: In nearly 18% of the comparisons of the responses made by middle school and junior high school parents, there were consistent differences in how they felt about the kind of work their children do in school.

Evaluation of child's performance ...

The middle school parents were considerably more likely to feel that their children were definitely or probably doing as well in school as they are capable of doing (60% vs. 44%). The junior high parents

were considerably more likely to state that their children were either probably not or definitely not working up to their ability (54% vs. 36%).

$\theta = .157$

Interpretation: In nearly 16% of the comparisons of the responses made by middle school and junior high school parents, there were consistent differences in whether they felt that their children were doing as well in school as they are capable of doing. Such a difference leads to the conclusion that the use of this variable would not be of great value in guessing whether parents had children in the middle school or the junior high school setting.

Basic Question, Thirty Three

A fourth major expectation attached to the role of the middle school parent is that, given the objectives of the middle school program have been communicated to them, they should be more likely to feel that other things in school are more important than grades and less likely to stress the importance of obtaining high grades for their children.

Therefore, the following two questions - which are presented with the distributions of responses and the θ values - were asked of both groups of parents. (See Appendix C, Questionnaire Items Nos. 17 and 19)

QUESTION: How important is it to you that your child gets good grades as compared with other aspects of school?

RESPONSES:	Good grades are the most important thing in school	Grades are among the most important things	Other things are more important	Don't matter to me at all	θ
Middle School Parents	10	34	6	0	
Junior High Parents	16	30	4	0	.138

Answer: A somewhat larger proportion of the junior high parents stated that good grades are the most important thing in school (32% vs. 20%). A slightly larger percentage of the middle school parents feel that other things are more important than grades (12% vs. 8%). No one said that grades have no importance; the majority feel that grades are among the most important things in school (68% and 60%).

θ = .138 Interpretation: In less than 14% of the comparisons of responses from middle school and junior high parents about the importance of good grades were there consistent differences between the two groups. Knowledge of parental perceptions of the importance of grades is not likely to reduce the amount of error that one might make in trying to guess which parents had children in the middle school.

QUESTION: How important is it to you for your child to get mostly B's or better?

RESPONSES:	Very Important	Important	Not Particularly Important	Doesn't Matter	θ
Middle School Parents	13	24	13	0	
Junior High Parents	16	18	15	1	.005

Answer: Parents of junior high students are both more likely to say that grades are very important (32% vs. 26%) and to grant relatively little importance to high grades (32% vs. 26%).

θ = .005 Interpretation: In comparing the responses of middle school parents with those of junior high students' parents about the importance of good grades for their children, there were consistent differences in only .5% of these replies. In attempting to guess which parents had children in the middle school program, this particular variable would contribute very little towards the reduction of error.

The preceding four basic research questions have been directed at the four major kinds of expected differences between middle school and junior high school parents which were derived from various postulates presented in the Review of the Literature. There are, however, a number of other intuitively relevant questions which have been investigated. These are presented in the following pages.

Basic Question, Thirty Four

Do parents of middle school students hold different kinds of expectations for their children than do the parents of junior high pupils? Are they more likely to feel that the middle school program does facilitate the transition to high school? Are they more likely to expect that their children and their children's classmates will go further in the formal education system? Five different questions were asked of the two groups of parents in order to assess such differences. (See Appendix C, Questionnaire Items Nos. 2, 12, 13, 14 and 15) These questions, along with the distributions of responses and the θ values, are presented in modified form in Tables 4.21 and 4.22.

TABLE 4.21

PARENTAL EXPECTATIONS: CHILD'S CHANCES OF BEING READY FOR HIGH SCHOOL, CHILD'S CHANCES OF FINISHING HIGH SCHOOL AND CHILD'S CHANCES OF GOING TO COLLEGE

QUESTION:	RESPONSES:			
Do you think that the school your child is going to now is helping him to get ready for high school?	Yes	Not Sure	No	θ
Middle School Parents	38	5	7	
Junior High Parents	38	5	7	0.0
What are your child's chances of finishing high school?	Over 50-50		Less than 50-50	
Middle School Parents	45		5	
Junior High Parents	46		4	.02
What are your child's chances of going to college?	Over 50-50		Less than 50-50	
Middle School Parents	27		23	
Junior High Parents	30		20	.06

Answer: There are little or no differences between the perceptions of parents of junior high and middle school students about how well their children will be prepared for high school, the chances that their children will finish high school, and the chances that their children have for going on to college. The θ values for these items ranged from 0.0 (absolutely no difference in the responses from the two parent samples) to .06 (only 6% of the comparisons of the responses were consistently different).

TABLE 4.22

PARENTAL EXPECTATIONS OF EDUCATIONAL ATTAINMENT FOR CHILD AND FOR CHILD'S BEST FRIEND

QUESTION:	Quit as soon as he can	Continue in high school awhile	Graduate from high school	Go to sec'y, trade or business school	Go to college for awhile	To graduate from college	To do graduate work beyond college	Φ
How far do you expect your child to go in school?								
Middle School Parents	2	4	17	8	5	13	1	
Junior High Parents	1	3	14	7	9	12	4	.132
How far do you expect your child's best friend to go in school?								
Middle School Parents	8	5	25	1	7	3	0	
Junior High Parents	4	5	18	3	9	10	1	.265

Answer: It is of interest to note that parents generally hold considerably higher expectations for their own children than they do for their children's friends. It was the intent, in assessing the latter phenomenon, to assess differences in parents' perceptions of school social climate, i.e., if there might be differences in how parents view the social milieu in which their children operate. However, a major methodological deficiency of this attempt is that the investigator neglected to ask the parents whether or not their children attended the same classes or even the same school as their friends. In other words, since some children may be bussed, their best friends may be children who reside in the same neighborhood but attend different schools. Hence, although the chances are good that most children attend the same school as do their best friends, it would be specious to attribute a great deal of meaning to this finding even though it appears to be significant.

Parental expectations for own child ...

The middle school parents are slightly more likely to feel that their children will not finish high school (12% vs. 8%) or to terminate their education at the high school level (34% vs. 28%).

θ = .132

Interpretation: In stating how far they expect their children to go in the formal educational system, there were consistent differences in only 13% of the responses made by the two groups of parents. It is not likely that the use of this variable would substantially reduce any of the error that might be made in guessing whether parents had children in a middle school or a junior high school.

Parental expectations for child's friend ...

A somewhat larger proportion of the middle school parents expect their children's best friends to not finish high school (26% vs. 18%). A considerably larger proportion of the middle school parents (76%) do not expect their children's best friends to go beyond high school as compared with 54% of the junior high parents.

θ = .265

Interpretation: In comparing middle school and junior high school parents' expectations for their children's best friends, there were consistent differences in nearly 27% of the comparisons that were made. The use of this variable would eliminate more than one-fourth of the errors that might be made in guessing whether a parent had a child in a middle school or a junior high school. A cautionary note is in order, however, in that it is not really known to what extent the "child's best friend" attends the same school as does the child; thus, this is not an accurate measure of parental perceptions of the school social climate.

Basic Question, Thirty Five

An intregal aspect of the reorganization of any educational system which is concerned with parents revolves around the issue of communication; the objective of such communications, then, is usually that of enhancing parental levels of information, both about the program and about the performance of their children within the program. In order to provide a general kind of index for the latter concern, and in order to see if there might be differences between the two groups of parents, the middle school and the junior high school parents were asked the following question:

> We would like to find out how well most parents feel that they "are informed" with what their children do in school. Would you please choose the statement that best describes your feelings? (See Appendix C, Questionnaire Item No. 23)

The responses are as follows:

	Extremely well Informed	Well Informed	Fairly well Informed	Only Slightly Informed	Know Almost Nothing	θ
Middle School Parents	7	16	11	11	5	
Junior High Parents	8	15	12	8	7	.005

Answer: An equal proportion of middle school and junior high school parents feel that they are at least rather generally well informed (46% and 46%). A nearly equal proportion of both groups of parents (32% and 30%) feel they have rather little information about what their children are doing in school.

θ = .005 Interpretation: In comparing the responses made by parents of middle school students and parents of junior high school students about how well informed they are about what their children do in school, there were consistent differences in their responses in only .5% of the comparisons.

Basic Question, Thirty Six

Since, as has been demonstrated, there is no difference between middle school parents and junior high school parents regarding (1) their perceptions of how well prepared their children shall be for entering high school and (2) their feelings about how well informed they are about what their children are doing in school, the question may be raised of whether there might be other kinds of parental perceptions of qualitative differences of their children's educational experiences. A number of questions, assumed to indicate such phenomena, were asked of both groups of parents (See Appendix C, Items Nos. 3, 22, 24, 25, 26 and 28). The results are presented in Table 4.23.

TABLE 4.23

PARENTS' PERCEPTIONS OF THE QUALITY OF EDUCATIONAL EXPERIENCES FOR MIDDLE SCHOOL AND JUNIOR HIGH PUPILS

QUESTION:	Yes, definitely	Yes, probably	Not sure either way	Probably not	Definitely not	θ
Is the school helping your child to make sense of his experiences?						
Middle School Parents	21	17	5	3	4	
Junior High Parents	22	15	6	6	1	.015
Does the school program allow your child to pursue his own interests?						
Middle School Parents	17	21	4	5	3	
Junior High Parents	19	16	7	2	6	.009
Does your child get along well with his teachers?						
Middle School Parents	25	18	2	2	3	
Junior High Parents	25	20	2	0	3	.019
Are your child's teachers interested in how well he does in school?						
Middle School Parents	19	19	11	0	1	
Junior High Parents	16	16	7	6	5	.163
Does your child get to talk to his teacher as often as he needs to about his work?						
Middle School Parents	17	15	9	3	6	
Junior High Parents	13	11	8	5	13	.194
Is the school increasing your child's ability to assume direction of his own life?						
Middle School Parents	19	15	8	4	4	
Junior High Parents	16	20	5	3	6	.034

Answer:

School helps child to make sense of experiences ...

The majority of middle school parents (76%) and of junior high school parents (74%) think that the schools that their children are going to now are helping them to make sense of their own experiences.

θ = .015

Interpretation: In comparing the responses made by parents of middle school students and parents of junior high school students about the extent to which they feel the two different schools are helping the children make sense of their own experiences, there were consistent differences in less than 2% of the comparisons.

School allows children to pursue own interests ...

The majority of the middle school parents (76%) and the majority of the junior high parents (70%) feel that the school program allows their children enough opportunity to pursue their own interests.

θ = .009

Interpretation: In comparing the responses made by middle school and junior high school parents about the extent to which the two different schools allow their children enough opportunity to pursue their own interests, there were consistent differences in less than 1% of the comparisons.

Children get along with their teachers ...

The majority of middle school parents (86%) and of junior high parents (90%) feel that their children get along well with the teachers that they have in their classes.

θ = .019

Interpretation: In comparing responses of middle school and junior high parents about how well their children got along with the teachers, there were consistent differences in less than 2% of the comparisons.

Teachers are interested in how well child does ...

$\theta = .163$

The parents of middle school children are slightly more likely to respond that the teachers are interested in how well their children do in school (76% vs. 64%). A somewhat larger number of the middle school parents are uncertain about this matter (22% vs. 14%); and a somewhat larger proportion of the junior high parents indicated that they felt the teachers were not too interested in their children's work (22% vs. 2%).

Interpretation: In comparing the responses of middle school parents and junior high school parents about how interested the teachers were in their children's school work, there were consistent differences in over 16% of the comparisons. Such a difference leads to the conclusion that the use of this variable would not be of great value in attempting to guess whether parents had children in a junior high or a middle school program.

Child talks to teacher as often as needed ...

$\theta = .194$

Parents of middle school children are considerably more likely to state that their children get to talk to their teachers as often as they need to about the work they do in school (64% vs. 48%). Nearly twice as many of the junior high parents responded negatively to this item (36% vs. 18%). The percentage of parents from each school who were uncertain was approximately equal (18% and 16%).

Interpretation: In comparing responses of middle school and junior high parents about whether their children are able to talk to their teachers as often as they need to, there were consistent differences in nearly 20% of the comparisons. The use of this variable in guessing whether parents had children in a middle school or a junior high school program would eliminate nearly 20% of the errors that might be made in prediction.

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School increases child's ability to assume direction over own life ...

θ = .034

The majority of the middle school parents (68%) and of the junior high school parents (72%) felt that the schools that their children were attending were increasing their ability to assume direction over their own lives.

Interpretation: In comparing the responses of middle school and junior high school parents about the extent to which they felt that the schools helped their children to assume direction over their own lives, there were consistent differences in less than 4% of the comparisons.

Basic Question, Thirty Seven

Another question that would seem to have intuitive relevance concerns the question of social comparison. As has been discussed, one objective of the middle school concept concerns individual achievement, i.e., individual students are encouraged to work at their own levels of ability. Consequently, there is to be a de-emphasis upon competition for grades and possible invidious comparisons and distinctions. In other words, peer influence should be - and does appear to be - diminished with regard to academic performance. The question may now be raised, then, of whether this phenomenon has been extended into the home. In order to assess this, the middle school parents and the junior high school parents were asked if they found it helpful to compare their children with other students regarding grades, dress, and habits. (See Appendix C, Questionnaire Item No. 16) The results are presented in Table 4.24.

TABLE 4.24

PARENTAL RELIANCE UPON SOCIAL COMPARISON FOR CHILD'S SCHOOL BEHAVIOR

QUESTION: Do you find it helpful to compare your child with other students on the following items?

	Yes	Not Sure	No	θ
Grades				
Middle School Parents	12	2	36	
Junior High Parents	12	5	33	.046
Dress				
Middle School Parents	24	2	24	
Junior High Parents	19	4	27	.083
Habits				
Middle School Parents	22	4	24	
Junior High Parents	22	6	22	.022

Answer:

Grades ... The same proportion of parents from each school (24%) find it helpful to compare their children's grades with those of other students. The majority of parents from both schools do not (72% and 66%).

Dress ... Approximately half of the parents from each school do find it helpful to compare their children's dress with that of other students; and approximately half of the parents from each school do not.

Habits ... Approximately half of the parents from each school do find it useful to compare their children's habits with those of other students; approximately half of the parents from each school do not.

θ = .022 - .083

Interpretation: In comparing the responses of middle school and junior high school parents about how helpful it is to them to compare their children's grades, dress and habits with those of other students, there were consistent differences in the comparisons in from only 2% to 8% of the comparisons. The use of such variables would be of little value in guessing whether parents had children in the middle school or in the junior high school.

Basic Question, Thirty Eight

Finally, because of current social concern, parents of children in the middle school and in the junior high school were asked a series of questions which dealt with the general area of student rights. Although this kind of an issue is not actually a basic objective of the middle school concept, it was felt that the answers to these kinds of questions may be of administrative importance. The general areas subjected to inquiry were those of (1) smoking, (2) dress codes, (3) participation in school policy making for dealing with misbehavior in school, and (4) freedom of expression on social issues. (See Appendix C, Questionnaire Items Nos. 29-37) These questions are presented in abbreviated form along with the distributions of parental responses and the θ values in Table 4.25.

TABLE 4.25

PARENTAL OPINIONS OF STUDENT RIGHTS AND OBLIGATIONS

QUESTION:	Yes, definitely	Yes, probably	Not sure either way	Probably not	Definitely not	e
7th & 8th graders should determine own style of dress.						
Middle School Parents	5	22	3	4	16	
Junior High Parents	8	19	2	7	14	.046
Parents should determine students' style of dress.						
Middle School Parents	10	25	2	9	4	
Junior High Parents	15	22	5	6	2	.124
School administration should decide student style of dress.						
Middle School Parents	13	18	1	9	9	
Junior High Parents	11	18	0	10	11	.066
Allow students to express feelings on social issues (buttons, arm bands, leaflets).						
Middle School Parents	5	7	4	11	23	
Junior High Parents	12	15	3	3	17	.265
Students should have voice in school policy for misbehavior.						
Middle School Parents	23	6	3	5	13	
Junior High Parents	26	14	4	3	3	.185
Students should be forced to tell on a "friend" who breaks rules.						
Middle School Parents	6	9	6	8	21	
Junior High Parents	11	3	2	16	18	.031
School should forbid students from smoking at school.						
Middle School Parents	42	1	1	2	4	
Junior High Parents	42	2	1	1	3	.0004

Answer:

Students determine own style of dress ...	A slight majority of the parents from each school feel that seventh and eighth grade students should probably be granted the right to determine their own style of dress (54% and 54%). A nearly equal percentage of parents from each school (40% and 42%) indicated that they felt this should probably not be the case.
$\theta = .046$	Interpretation: In comparing the responses of middle school and junior high parents about whether students in the seventh and eighth grade should determine their own styles of dress, there were consistent differences in less than 5% of the comparisons.
Parents determine style of dress ...	The majority of the parents from both schools stated that parents should determine styles of dress for seventh and eighth grade students (70% and 74%). A slightly greater proportion of the middle school parents indicated that parents should probably not do this (26% vs. 16%).
$\theta = .124$	Interpretation: In comparing the responses of the middle school and junior high parents about whether parents should determine the students style of dress, there were consistent differences in 12% of the comparisons.
School should decide style of dress ...	The middle school parents were slightly more likely to state that the school administration should determine the style of dress for seventh and eighth graders (62% and 58%) and the junior high parents were slightly more likely to state that such an issue whould not be decided by the school (42% vs. 36%).
$\theta = .066$	Interpretation: In comparing the responses made by middle school and junior high parents about whether

the school administration should establish dress codes for seventh and eighth graders, there were consistent differences in less than 7% of the comparisons.

Express feelings on social issues ...

The junior high parents were much more likely to state that their children should be allowed to express their feelings on social issues through the use of such things as wearing buttons, arm bands, or distributing leaflets (54% vs. 24%). While the majority of middle school parents (68%) said this kind of activity should not be permitted, only 40% of the junior high parents expressed disapproval.

$\theta = .265$

Interpretation: In comparing the responses of middle school and junior high school parents about whether their children should be allowed to express their opinions on social issues, there were consistent differences in nearly 27% of the comparisons.

Student voice in school policy for misbehavior ...

The junior high parents were considerably more likely to feel that their children should have a voice in making school policy for dealing with student misbehavior (80% vs. 58%). A considerably greater proportion of the middle school parents were opposed to this (36% vs. 12%).

$\theta = .185$

Interpretation: In comparing the responses of middle school and junior high school parents about whether children should have a voice in school policy regarding misbehavior, there were consistent differences in nearly 19% of the comparisons.

Force students to tell on "friends" ...

A similar proportion of parents from each school felt that seventh and eighth graders should be forced to tell on a friend who is known to have broken school rules (30% and

28%). A slightly larger proportion of the junior high parents disagreed with this (68% vs. 59%). The majority of both groups of parents tended to disapprove of such a practice.

θ = .031

Interpretation: In comparing the responses of middle school and junior high school parents about whether the school should be allowed to force students to tell on a friend who has broken a school rule, there were consistent differences in only 3% of the comparisons.

Smoking at school ...

Both groups of parents gave overwhelming support to the statement that the school should forbid seventh and eighth graders from smoking at school (84%).

θ = .0004

Interpretation: In comparing the responses of middle school and junior high school parents about whether the school should enforce the no smoking policy, there were consistent differences in only .04% of the comparisons.

Parents' Suggestions for Improving the Schools

As was done in the case of the teachers and the students, the first question asked of parents was designed to enlist their cooperation for the remainder of the interview by soliciting their suggestions for making the schools better. The different categories of suggestions are as follows:

Suggestions	Middle School Parents	Junior High Parents
I. No suggestions or complaints	8 (16%)	14 (28%)
II. Suggestions related to discipline and citizenship:		
Need more and/or better discipline	10	6
Give teachers more authority	3	0

Suggestions	Middle School Parents	Junior High Parents
II. Suggestions related to discipline and citizenship (con't.):		
Prayers, bible reading, salute flag	1	1
More respect for property, less theft	1	2
Other (less degrading punishment; less punitive bus drivers)	2	0
Total Suggestions Related to Discipline and Citizenship	17 (34%)	9 (18%)
III. Suggestions related to teachers:		
Teachers too mod, too free, immature	2	0
Teachers discriminate on basis of race	2	0
More communication between teachers and parents	9	6
More contact, better teacher - student relationships	5	0
Better teachers; are too bland, not motivating, creative or imaginative	0	11
Total Suggestions Related to Teachers	18 (36%)	17 (34%)
IV. Suggestions related to race relations:		
Segregate schools; send colored back to where they were	5	1
Stop riots, unrest	3	0
Tone down racial issue	1	0
Too much favoritism to blacks	0	1
Drop bussing	5	3
Total Suggestions Related to Race	14 (28%)	5 (10%)
V. Suggestions related to curriculum and academic issues:		
Grade harder, make work harder, more homework	8	2
Improve reading	1	1
Up-to-date textbooks	0	1
De-emphasize sex education	0	3

Suggestions	Middle School Parents	Junior High Parents
V. Suggestions related to curriculum and academic issues (con't.):		
More subjects	0	4
Improve courses (math, writing, social dynamics, etc.)	3	2
Kids pushed too hard	0	2
Don't just pass kids on	1	0
Have less reviewing	1	0
Allow kids to switch classes	0	1
Allow kids to complete school in less than 4 years	1	0
Total Suggestions Related to Curriculum and Academic Issues	15 (30%)	16 (32%)
VI. Suggestions related to physical setting:		
Improve or repair buildings	10	0
New building needed	3	0
School is over-crowded	3	4
Total Suggestions Related to Physical Setting	16 (32%)	4 (8%)
VII. Suggestions related to counseling:		
More counseling needed	4	0
Abolish counseling	1	0
Total Suggestions Related to Counceling:	5 (10%)	0
VIII. Miscellaneous suggestions:		
School boundaries unrealistic	1	0
Extra-curricular activities unfair	1	0
Unbiased administrators	1	0
Remove fear from schools	1	0
Improve scheduling	1	1
Have same teacher all day	1	0
Have school all day long (millage concerns; no half days)	0	4
More parent interest	0	1
More authority for student counsel	1	0

Summary of Parents' Suggestions for Improving the Schools

It really cannot be said that there are any great differences between the kinds of suggestions offered by middle school parents as compared to those of the junior high parents. Again, there does not seem to be any one particular area in either school in which there is any homogeneity of opinion Over a third of the parents of children in both schools made some suggestion about teachers (36% and 34%); but the kinds of suggestions covered a broad range from being "too free" to "not creative enough". Nearly twice as many of the parents of middle school children made suggestions related to discipline or citizenship (34% vs. 18%) - but there was no specific area of agreement with the exception that 20% of the middle school parents (N=10) simply stated that there should be more discipline. Middle school parents made statements related to racial concerns nearly three times as often as did the parents of the junior high students (28% vs. 10%); but the kinds of suggestions were quite varied. An approximately equal percentage of the suggestions made by both groups of parents were concerned with curriculum and academic issues (30% and 32%); again, the suggestions ranged from "kids are pushed too hard" to "kids aren't pushed enough". The greatest difference between the two schools dealt with suggestions related to the physical setting: nearly four times as many of the middle school parents suggested that the school building should be improved (32% vs. 8%). Finally, while none of the junior high parents made any suggestions about the counseling program, 10% (N=5) of the middle school parents commented about counseling (extend it or abolish it).

Summarization of Findings

Middle School and Junior High Parents

Nine different basic research questions have been formulated in order to determine the extent to which the West Middle School parent roles function in accord with the middle school philosophy and to assess the extent of possible differences between middle school and junior high school parents. The following discussion is based upon the obtained results and summarizes the differences which were found between the two groups of parents.

1. Parents of middle school students are slightly more likely to state that their children have a "favorite teacher".
2. Parents of junior high students are slightly more likely to indicate that their children have greater feelings of "belonging" to their school.
3. Parents of middle school students were more likely to state that they felt their children were working up to their capacities.
4. A slightly greater proportion of the junior high parents stressed the importance of obtaining high grades and felt grades were the most important thing in school.

The above findings, with the exception of the second result, are in accord with the major expectations attached to the role of the middle school parent.

Other findings of relevance to education, sociology and social-psychology are as follows;

1. As compared to the junior high school parents, the middle school parents were more likely to:

a. state that the teachers are interested in how well children do in school.

b. state that their children get to talk to their teachers as often as they need to about the work they do in school.

2. As compared to middle school parents, the junior high school parents were more likely to:

a. have higher expectations for both their own children's future attainment in the formal education system and for their children's best friends.

b. feel that their children should be allowed to express their feelings on social issues by wearing arm bands, buttons, or distributing leaflets.

c. feel that their children should be given a voice in determining school policy on student misbehavior.

3. There were little or no differences found between middle school and junior high school parents regarding:

a. perceptions about how well their children will be prepared for entering high school, their children's chances of finishing high school, and the chances that they will go on to college.

b. their responses about how well informed they are about what their children are doing in school. Slightly less than half felt that they were well informed and nearly one-third felt that they had rather little information about what their children are doing in school.

c. whether the school helps their children to make sense of their own experiences; about three-quarters of the parents responded positively.

d. whether the school permits the children to pursue their own interests; about three-fourths of the parents said yes.

e. whether the children get along well with their teachers. An overwhelming majority (86% to 90%) stated this was the case.

f. whether the schools are increasing the children's ability to assume direction over their own lives - the majority of parents answered positively.

g. whether it is helpful to compare their children's grades with those of other students; the majority said it is not useful for them.

h. whether it is useful to compare their children's habits or dress with those of other students; about half of the parents use both criteria for comparison.

i. whether seventh and eighth graders should have a voice in determining their style of dress. About half of the parents granted students this right.

j. whether parents should determine the dress code. Over 70% of the parents felt this should be the case.

k. whether the school administration should determine the dress code. More than half of the parents felt that the school should have a voice in determining styles of dress.

l. whether children should be forced to tell on a friend who breaks school rules. More than half of the parents said that they disagreed with such a practice.

m. whether the school should forbid smoking at school. Over 84% of the parents said this should be the case.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

While recognizing the dangers in attempting to synthesize the thousands of bits of data collected in this study into a few evaluative statments about the middle school, it is essential that we summarize our findings and note their implications for educational and public policy. Organizational decisions concerning the middle school must be made and the participants - be they teachers, community, school board or administrative staff - have a need for all of the manageable information possible on how the "middle school" functions. To be manageable, the findings must be combined and interpreted; and this requires boldness tempered with caution.

Two summary conclusions are presented which, in turn, are followed by supportive research findings concerning the impact of middle schools and junior high schools upon teachers, students and parents. Following the discussion of impact, recommendations are suggested concerning further knowledge needed and the implications of the finding of this study for educational and public policy.

A. SUMMARY OF CONCLUSIONS

1. Although the middle school concept is of relatively recent origin in Grand Rapids, there is sufficient evidence to conclude that the West Middle School is generally functioning in accord with its basic philosophy. As discussed under Recommendations, however, there are a few areas of middle school organization which are yet to be implemented.

2. The recent and somewhat limited implementation of the middle school concept has had, generally speaking, a positive impact on parents, teachers and peer group influence as compared to the more traditional junior high school program; these findings are in accord with the objectives of the middle school organization. As compared to the junior high students, the middle school organization has not as yet resulted in any more positive effects on student satisfaction with the school nor upon student achievement. This lack of impact upon students, which might be attributable to factors beyond the control of the school staff members, is discussed in the following section.

B. IMPACT OF THE MIDDLE SCHOOL

1. <u>On Student - Teacher Relationships</u>

   a. In contrast to teachers in a regular junior high school, the middle school teachers were more likely to be viewed by their students and by parents as being:

      (1) more concerned and interested about how well the students do in school (this was supported by student and parent data).

      (2) more easily approached by the students (this was supported by student and parent data).

   b. In contrast to junior high school teachers, middle school teachers are more likely to be satisfied with their students.

   c. On the other hand, junior high school students - in contrast to the students in the middle school - were more likely:

      (1) to be slightly happier and satisfied with their school setting (this finding is supported by data

from both parents and students). At this time it is difficult to ascertain whether this difference is due to the type of school organization. Such findings, however, are not in accord with the view that the middle school results in less student alienation from the school.

(2) to have a favored teacher or teachers. This finding is difficult to interpret. Perhaps, under the teacher team concept of the middle school, it is entirely appropriate to not have favored teachers. As noted above, teachers in general were more easily approached by the middle school students with problems than were teachers in the junior high school. It should also be noted that no differences in teacher favorites were reported by the parents.

(3) to perceive that their teachers held higher expectations for them regarding future formal education. Again, this is another finding that is difficult to interpret. This may be in accord with the middle school philosophy of de-emphasizing competitive scholastic rewards. However, inasmuch as the research data support the view that lower expectations by teachers is more likely to result in lower student performance, it seems quite likely that many educators and community persons would rate this finding as favoring the junior high school organization over the middle school.

d. The junior high parents, in contrast to the middle school parents, were more likely to:

(1) advocate greater freedom for thier children to have a voice in school policy for misbehavior (80% vs. 58%). It should be noted, however, that the majority of parents in both schools favored student involvement in school policy.

(2) advocate that children should have the right to express their feelings on social issues through the use of arm bands, buttons, leaflets, etc. (54% vs. 24%).

2. <u>On Student - Peer Relationships</u>

a. There appears to be less influence of peers on achievement in the middle schools which, by implication, means that the teachers in the middle schools have greater influence.

b. Contrary to the middle school philosophy, however, peers in the middle school are perceived as placing greater emphasis on academic skills than is the case in the junior high school. Perhaps the peers in both schools are simply negatively reacting to their teachers. What ever the interpretation, it was the case that students in the middle school tended to take a junior high school philosophy toward grades while students in the junior high school took an educational position more similar to the middle school philosophy.

3. <u>On Student - Counselor Relationships</u>

In contrast to junior high school students, the students in the the middle school were twice as likely to approach counselors for assistance with particular or general problems, When considered with the fact that middle school students were also more likely to approach their teachers for help, it may be tentatively concluded that in one important area of educational concern, i.e., student - staff interaction, the middle school has accomplished this objective to a considerable extent.

4. <u>On Student - Parent Relationships</u>

a. The parents of middle school students were likely to have greater awareness of how their children were doing in school. (This finding is supported by both student and parent data.)

b. Middle school parents, in contrast to junior high school parents, were more likely to positively evaluate their children's relationships with the teachers.

c. The parents of middle school students, in contrast to junior high parents, were more likely to positively evaluate their children as working up to their capabilities. (This is supported by data from both students and parents.)

d. Middle school parents did not expect their children to go as far in school, however, as did junior high parents.

e. As was the case of peer emphasis on grades in the middle school (see 2-b above), parents of middle schoolers were perceived by their children as placing greater emphasis on achievement (contrary to middle school philosophy) than were the junior high parents. When the parents themselves were asked, however, there was little difference in emphasis on grades.

5. <u>On Teacher - Parent Relationships</u>

Middle school teachers, in contrast to junior high school teachers, are more likely to be satisfied with the cooperation and help received from parents.

6. <u>On Teacher - Staff Relationships</u>

a. In contrast to junior high school teachers, middle school teachers are more likely to:

(1) be satisfied with the attitudes of the faculty towards students.

(2) be satisfied with the cooperation and help received from guidance personnel.

(3) be satisfied with the method employed for making decisions on curriculum matters.

(4) be satisfied with teaching students of the middle school level.

(5) accept the opportunity to remain in their present setting as a career.

(6) be satisfied with being able to follow what other teachers are doing with the students they teach.

b. The junior high school teachers were slightly more satisfied with their administrators. Only one middle school teacher out of forty-five was very dissatisfied, however, and only seven teachers out of forty-five were mildly dissatisfied with their administrators.

7. Areas of Little or No Difference

a. The teachers in both the middle and junior high schools tended to:

(1) prefer their respective school organizations and philosophies, and they made essentially similar suggestions for changes in their respective schools.

(2) desire even greater participation in school curriculum decisions.

(3) be satisfied with teaching as a profession and not want to leave education for higher paying positions.

(4) feel that parents were well informed.

(5) be satisfied with themselves as teachers, their colleagues in school, and teachers in general.

(6) estimate similar levels of educational attainments, educational problems, discipline problems, cooperation, motivation, and attitudes among their students.

(7) be similarly satisfied with the school's handling of discipline problems.

(8) be similarly satisfied with student behavior, motivation, and attitudes.

(9) overwhelmingly get along with their students (86% to 90% of the parents indicated this).

b. The parents of <u>both</u> middle school and junior high school students tended to:

(1) hold similar educational and conduct expectations for their children.

(2) have similar opinions about how well informed they were concerning their children's conduct in school. About one-third of the parents in both school situations felt they were not well enough informed.

(3) feel that their children's schools were helping them to make sense of their experiences and were allowing them to develop in accord with their own interests (from 70% to 75% of the parents felt this was true). About 70% of the parents in each school thought that their children were being helped to become responsible citizens.

(4) feel that there was little to be gained by comparing their children's grades with those of other students: more than two-thirds of the parents in both schools stated that grades were not helpful in assessing their children's growth in comparison with others. About half of the parents in each school desired to compare their children's habits and dress with those of other students.

(5) feel that parents should determine styles of dress in the seventh and eighth grades (70% to 74%). A lesser, but still a majority, of parents also feel that the school should help determine dress styles (58% to 65%), and a slightly smaller majority of parents felt that the students themselves should help determine dress codes (54%). About 40% of the parents are opposed to seventh and eighth graders having a decision on dress codes.

(6) feel that the school should enforce no smoking ordinances for seventh and eighth graders; over 86% of the parents agreed with this. About 10% of the parents did not think this was a matter for school administrators and 4% were undecided as to who should make this decision.

C. RECOMMENDATIONS

What can be said on the basis of the above findings? Briefly, we believe the research findings, our own observations and the comments of students, educators and parents made to us in informal settings, support the following recommendations:

1. The middle school program should be continued on an experimental basis.
2. Prior to expanding the middle school program city-wide, further implementation of the middle school concept should be achieved within West Middle School. In certain important ways, the West Middle School is still very much a junior high school, for example:
   a. West Middle School is much larger than suggested by authorities on the concept.
   b. There are many students within West Middle School who are not part of a middle school team.
   c. The students are in West Middle School for only the seventh and eighth grades. This is contrary to the philosophy and objectives of the middle school orientation. Perhaps if the students were to arrive at the middle school for the sixth grade as the proponents suggest, greater student identification and satisfaction with their school would occur.
3. If the middle school program is expanded, every effort ought to be made to have facilities and resources which are in accord

with the middle school concept. "Open classrooms" and considerable pre-service training in middle school organization and conduct are examples. The building in which West Middle School is housed is not the most desirable building for testing the efficacy of the middle school organization, although there is no reason to believe that the middle school concept should not be experimented with in the current setting.

4. We believe that the administration and staff at both the middle school and the junior high school are highly dedicated, well trained and profess al. We unobtrusively attempted to discern whether any diffe in program effects could be attributed to differences in dual teacher training, conduct, or staff attitudes; we could not. Should the middle school program be expanded, talented teachers with middle school experience should be involved.

5. While our findings tend, in our opinion, to slightly favor the middle school in relation to shared objectives of the system, we have recorded sufficient data to warrant the continuance of the junior high school until more definitive evidence is gathered. This study has been in progress for only about four months and with very limited resources. Instruments had to be quickly constructed, college students had to be trained to assist us in interviewing cross-sections of the parent community, test students, administer questionnaires to teachers and so forth. While we had the invaluable assistance of Western Michigan

University staff and resources, the Center for Educational Studies, and the complete cooperation of the school staff and the community, these research problems place severe limitations on our findings. However, these limitations do not preclude the fact that considerable evidence has been found to support the continued development of the middle school concept in Grand Rapids, Michigan.

STUDENT ACHIEVEMENT TEST SCORES AS RELATED TO SCHOOL SETTING

One factor of major interest to many educators is that of student achievement as measured by various kinds of standardized testing procedures. All of the eighth grade students in the Grand Rapids Public Schools were given two different tests during the 1969 - 1970 academic school year: the Differential Aptitude Test was administered on November 12, 1969, and the Comprehensive Tests of Basic Skills was given to all students on April 1, 1970. In order to examine the possibility that differences in achievement scores might be associated with whether pupils attend a middle school or a junior high school, variations in test scores for the DAT Numerical and Verbal Tests and the the CTBS Reading and Arithmetic Tests were examined. In the following tables, the percentage distribution of students from each school as they appeared in each decile category are presented. For additional information, the mean scores for each school are presented along with the percentage distribution and mean scores for the total population of all Grand Rapids Public School eighth graders. In order to determine whether the variations in scores might be associated with whether the students are enrolled in a junior high school or a middle school, eta (η) have been calculated for the West Middle School and the junior high school selected for this study.

EIGHTH GRADE SCORES ON THE DIFFERENTIAL APTITUDE VERBAL TEST

Decile	West Middle Students (N = 451) %	Junior High Students (N = 332) %	All Public School Eighth Graders (N = 2410) %
1 (low)	26%	12%	13%
2	23	25	18
3	15	16	13
4	5	10	8
5	7	11	8
6	5	8	8
7	8	6	8
8	4	3	8
9	4	4	7
10 (high)	2	4	6.5
$\bar{X}$	3.52	3.98	4.68

$\eta 2$ (Middle School vs. Jr. High) = .013

In order to determine whether the type of organizational setting may be associated with variations in achievement scores received on the Differential Aptitude Tests, η^2 was calculated for the West Middle School and the junior high school students' scores. The η^2 value was .013; thus only 1.3% of the variation in achievement scores on the DAT Verbal Test may be said to be associated with the type of school organization, i.e., whether a student attends a junior high or a middle school.

Although the mean scores for both schools are lower than are those for Grand Rapids eighth graders in general, and although the mean score of the middle school students is slightly less than that of the junior high school students, there does not appear to be much difference in variations in scores that were received by the students in each school.

Student scores on the Differential Aptitude Numerical Tests were as follows:

EIGHTH GRADE SCORES ON THE DIFFERENTIAL APTITUDE NUMERICAL TEST

Decile	West Middle Students (N = 451) %	Junior High Students (N = 332) %	All Public School Eighth Graders (N = 2410) %
1 (low)	37%	27%	22%
2	19	24	19
3	16	16	15
4	9	10	10
5	6	9	8
6	5	3	7
7	3	4	5
8	3	3	5
9	2	2	5
10 (high)	1	2	3
$\bar{X}$ =	2.90	3.15	3.44

η^2 (Middle School vs. Jr. High) = .0005

The mean scores for both schools included in this study were somewhat lower than that of all Grand Rapids eighth grade students in public schools. Again, the mean score that the West Middle School students received on the Differential Aptitude Numerical Test was slightly lower than that of the junior high school students. When η^2 was calculated to discern systematic differences in the variations of the scores in each school, however, it was found that only .05% of the variations of the scores were associated with whether the children were enrolled in a middle school or a junior high school.

Approximately six months after the Differential Aptitude Tests were administered, the eighth grade students were given the Comprehensive Tests of Basic Skills. The percentage distribution by decile of the middle school, junior high school and all public school eighth grade students are presented in the following tables.

EIGHTH GRADE SCORES ON THE CTBS READING TEST

Decile	West Middle Students (N = 351) %	Junior High Students (N = 288) %	All Public School Eighth Graders (N = 2036) %
1 (low)	20%	18%	16%
2	15	22	15
3	16	18	12
4	11	8	10
5	9	8	10
6	9	8	9
7	9	6	9
8	7	6	8
9	4	3	7
10 (high)	1	2	5
$\bar{X}$	4.12	3.91	4.93

η^2 (Middle School vs. Jr. High) = .025

Although the mean score of the students in the West Middle School is slightly higher than that of the junior high school students, neither mean score is as high as the one received by all Grand Rapids Public School eighth graders. When η^2 values were calculated to determine whether variations in scores on the CTBS reading test might be associated with being enrolled in a middle school or a junior high school, it was found that there was a difference of only 2.5%.

Finally, the results of the student scores for the CTBS Arithmetic Test were as follows:

EIGHTH GRADE SCORES ON THE CTBS ARITHMETIC TEST

Decile	West Middle Students (N = 351) %	Junior High Students (N = 288) %	All Public School Eighth Graders (N = 2036) %
1 (low)	20%	18%	16%
2	15	22	15
3	16	18	12
4	11	8	10
5	9	8	10
6	9	8	9
7	9	6	9
8	7	6	8
9	4	3	7
10 (high)	1	2	5
$\bar{X}$	4.05	3.80	4.58

η^2 (Middle School vs. Jr. High) = .003

The mean score of the West Middle School is slightly higher than that of the junior high school, but only .03% of the variations in the scores are associated with the type of school organization. The mean scores for both schools are somewhat lower that that for all Grand Rapids Public School eighth grade students.

Conclusions

The junior high eighth graders scored slightly higher on the Differential Aptitude Tests administered in November but, when compared to the middle school, there were no differences in the variations in scores.

The middle school eighth graders scored slightly higher on the Comprehensive Tests of Basic Skills given in April but, when compared with

the junior high school, there were no differences in the variations in scores received in each school.

Little can be said about these results, however, in that (1) the comparability of the two tests is largely a matter of speculation, and (2) the fact that many of the students who took the DAT did not take the CTBS - while 451 of the West Middle School students took the DAT, only 351 took the CTBS; in the junior high school, 332 students took the DAT and 288 took the CTBS. Further investigation must be conducted in order to ascertain what kinds of factors may have been operative in the differences in test scores between the two schools in that there are too many unknown contingencies to be accounted for with the present data.

RESEARCH OF RELATED INTEREST

Characteristics of Parents Who Hold Their
Children Under Academic Surveillance

The Relationship of Parental Press
to Student Ressentiment

The Rights and Obligations of Students
From the Perspective of the Parents

One and Two Parent Families in Relation to
Students' Overt and Covert Rejection of Teachers

CHARACTERISTICS OF PARENTS WHO HOLD THEIR CHILDREN UNDER ACADEMIC SURVEILLANCE

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ABSTRACT

Parents who maintain their children under high academic surveillance, as expected, attached high importance to high academic achievement and expected that their children would go on to advanced educational levels. Somewhat surprisingly, these parents were the most satisfied with the preparation for advanced education their children received. Contrary to certain stereotypes, white and black parents, and relatively affluent and non-affluent families did not differ in the extent of their surveillance over their children's academic performance in school. The procedure involved parental interviews and student questionnaires with a randomly drawn sample.

This research report presents findings pertaining to selected social and social-psychological characteristics associated with parental surveillance of their children's academic school performance. Surveillance refers to how well informed parents are about what and how well their children are doing in school. The major social-psychological characteristics investigated are: 1) the parents' academic expectations for their children, 2) the importance they attach to high grades, and 3) their satisfaction that the school climate is appropriately preparing their children for further education. The major social system variables investigated are socio-economic status level and racial identity.

The authors' concern with how well parents are informed of their childs' school-related behavior rests on prior research which indicates that while parents may control many of the contingencies associated with a student's academic performance, they cannot appropriately manipulate

these contingencies unless they are at least partially informed about the activities of their children in school.

From a population pool of 2100 names of parents of seventh and eighth grade students provided by a large metropolitan public school system, a randomly drawn sample of 100 parents were interviewed for the basic data of this study. The sampling distribution approximated the population distribution of parents on socio-economic status levels and racial composition.

The basic measure used to tap parental surveillance of students was that of asking the parents to state how well informed they felt they were with what and how well their children were doing in school. The results indicated while 46% of the parents knew quite a bit about what and how well their children were doing in school, 42% of the parents felt that they were only fairly well informed (i.e., the latter group reported that only occasionally were they informed about what and how well their child was doing in his school work). The rest of the parents (12%) knew almost nothing about what or how well their child was doing.

In assessing the social-psychological characteristics of parents who have some degree of surveillance of their children, it was hypothesized that parents who have high surveillance would also have high educational expectations for their children. The data supported this hypothesis in that parents with high surveillance were more likely to expect their children to graduate from college, and parents with low surveillance were more likely to expect their children to quit school after graduating from high school. One-third of the parents, those who knew almost nothing

about what or how well their children were doing in school, did not expect them to graduate from high school.

The importance that parents attach to grades was assessed by asking how important it was for their children to get good grades (B's or better) as compared with other aspects of school. Thirty-four percent of the parents who were well informed about their child felt that good grades were the most important aspect of school. On the other hand, among those parents with low surveillance, only nineteen percent felt grades were the most important aspect of school. One may conclude from these results that parents who have high surveillance are more likely to consider getting good grades as one of the most important aspects of school, while parents with low surveillance are likely to feel that getting good grades is not particularly important or that other things in school are just as important as getting good grades.

With respect to the general school climate, most parents felt that the school their child was attending was adequately preparing him for high school. Only slightly more parents with high surveillance felt this way than did parents with low surveillance.

Since there are those who would contend that black parents are less likely to know what their children are doing in school, the degree of parental levels of academic surveillance was examined to see if there was any difference according to race. The results indicate that parental surveillance of students was not associated at all with the racial characteristics of the family. Black parents were just as likely to be well informed about their children's school work as were white parents.

The degree of academic surveillance associated with different occupational groups was also ascertained. The results indicate that the lower occupational groups were only slightly less well informed about their child's school work than were the higher occupational groups. The slight differences in parental surveillance associated with the parents' occupation do not warrant concluding that parents in the lower occupational groups are anymore likely to be less well informed about their child's academic behaviors than are parents in the higher occupational strata.

In summary, parents with high surveillance are more likely than parents with low surveillance to have higher educational expectations, attach more importance to grades, and to feel that the school is doing an adequate job of preparing their children for further education. In addition, very slight surveillance differences were found among parents of varying racial characteristics and occupational status positions.

THE RELATIONSHIP OF PARENTAL PRESS TO STUDENT RESSENTIMENT

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Nordstrom and Friendenberg, building on the work of George Stern and others, have brought considerable attention to the effects of the institutional press of the school on students. Institutional press, accompanying the existence of any social system, is generally defined as the unique combination of modes by which the system attempts to bend the individuals participating in the system to its demands. They have contended that an important element in the institutional press of secondary schools is ressentiment and that it has detrimental consequences for students of schools where its influence prevails. Ressentiment may be defined as a continual re-experiencing of impotent hostility which is resolved by a value transformation. The transformation allows the individual to make a virtue of his predicament by substituting values consistent with it for those alien to it. Limited research by Friendenberg indicates that ressentiment can be measured and that it does vary from school to school.

Basic to the discussion of institutional press is the notion that all social systems, and not just the school which was the focus of their work, utilize means to make the members conform. Since this is so, the focus of this study was the family. We are concerned with whether the institutional press from parents is related to student ressentiment. As an elaboration of this problem, we were also concerned with whether the impact of the institutional press of the family on ressentiment varied under conditions of school institutional press, and the race and sex of students.

The data used in this study were collected in a large midwestern industrial city. From two schools, one a junior high school and one a middle school, a random sample was drawn of two hundred seventh and eighth grade students representative of the city's socio-economic structure and racial composition. From each group of one hundred students from each school, fifty were randomly selected for parent interviews. It was necessary to code the interview schedules so that they could be paired with the student questionnaires to provide the data for this research.

Because of the nature of this research project the institutional press of schools (school press) and the institutional press of the family (parental press) had to be specified with regard to the same norm. It was postulated that the importance attached to grades by both the schools and the parents (academic press) is characteristic of the modes used by social systems to compel members to conform to the demands of the system.

Two items were developed to determine the existence of parental press with regard to the importance of grades. One was a general question to appraise the importance of getting good grades vis-a-vis other aspects of school. The other query included a specification of the importance to the parents of their child getting B's or better. The data reveals that 21% of the parents feel that getting good grades is the most important thing in school and that it is very important to them that their child get B's or better. Additionally, 26% of the parents feel that good grades are neither the most important thing in school nor is it particularly important to them that their children get B's or better. Thus, parental press was categorized as being 'high' and 'low', respectively.

The schools naturally fell into the two categories of high and low press as the traditional junior high school placed great emphasis upon good grades while the middle school actively de-emphasized them. In the junior high school letter grade reports were given to parents, grade point averages were computed, and the honor roll system was maintained. Contrariwise, the middle school abandoned the honor roll, did not compute grade point averages, and sent a subjective report of the child's progress to parents. It was hypothesized that parental press would be supportive of school press and the combination of the two would have a predictive effect on the students' ressentiment score.

The measure of ressentiment in the student questionnaire was comprised of six items from the Friedenberg-Nordstrom Ressentiment Index adapted for Likert scale responses. Possible scores ranged from 6 (low ressentiment) to 30 (high ressentiment), while actual scores ranged from 9 to 26. The results do not support our major hypothesis and, in fact, indicate an inverse relationship between parental press and student ressentiment scores.

We were also concerned if there would be a difference in the relationship of parental press and high ressentiment scores of white and black students. When parental press was low as many blacks as whites scored high (20 and over) on the index and when parental press was high there was only a slightly greater percentage of whites than blacks scoring high. This would seem to indicate that the effects of institutional press are pervasive without regard to race.

There are definite differences in the relationship of parental press and high ressentiment scores between males and females, however. When

parental press is high nearly twice as many boys as girls score high (33% and 17%, respectively). But when parental press is low approximately twice as many girls as boys score high (64% and 38%, respectively). Thus, when high parental press is operative, the consequences are more detrimental for males than females and the opposite case obtains when parental press is low.

In summary, there was no support for the hypothesis that student ressentiment scores could be predictively ranked according to the particular combination of school and parental press. We do note, however, an inverse relationship between parental press and ressentiment scores and a marked difference between males and females dependent upon low and high parental press. There was little or no difference on high ressentiment scores between blacks and whites.

THE RIGHTS AND OBLIGATIONS OF STUDENTS FROM THE PERSPECTIVE OF THE PARENTS

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ABSTRACT

Regardless of race, socio-economic status level, or sex of child, a random sample of parents in a large midwestern city felt that students were obligated to strive for good grades, to dress substantially in accord with parental and administrative guidelines, and to not express themselves on social issues; parents stated that students had the right to pursue their interests in school, form discipline policy, and preserve friendships in lieu of reporting misbehavior. These findings are not consistent with stereotypic beliefs concerning differences between black and white, or lower class and middle class parents' attitudes toward students or the school.

Educators and social scientists have long recognized the importance of the family in determining the rights and obligations of children as students. Unfortunately, however, data concerning parental expectations for their children in school are often only inferentially obtained through student questionnaires. Seldom are the parents observed concerning what they believe about their children.

This study assessed what the parents indicated to be the academic and non-academic rights and obligations of students. The reciprocal nature of rights and obligations is central to this conceptualization of the student role. Obligations by definition imply denials of certain behaviors, while rights imply the absence of obligations in certain areas.

The authors' concern with the viewpoint of the parents is based on the notion that parents control the majority of those rewards and punishments associated with the student's role performance. Parental definitions

of the student role may have an effect not only upon the academic behavior of the student, but also non-academic behavior.

The data used in this study were collected in a large midwestern industrial city. Two hundred seventh and eighth grade students representative of the socio-economic structure of the city were randomly selected from two schools. From each group of one hundred students from each school, fifty were randomly selected for parental interviews. It was this sample of one hundred parents that provided the data for this research. This sample resulted in the collection of data from a group which reflected the occupational and racial composition of the city.

Two items were developed to assess the parental definitions of the academic right or obligation to strive for grades. One was a rather general question concerning the importance of grades; the other introduced a notion of the magnitude of grades for which a student should strive. The results show that the introduction of the idea of a minimum grade, in this case a "B", somewhat reduced the proportion of parents defining grades as important. Regardless of the magnitude of grade, however, the majority of parents sampled felt that striving for good grades is an important part of the student role.

Another academic obligation was thought to be the necessity for the student to finish high school. This was operationalized in terms of parental expectations, which is perhaps tangential to parental definitions of student obligations. However, by interpreting expectations in the anticipatory rather than the normative sense, and in light of the substantial predictive import which expectations have been found to have as

shown by other research, we used this item keeping in mind its limitations. Ninety percent of the parents sampled felt students should finish high school; this constitutes a vast majority which is probably an increase from past years.

Parental definitions of academic rights were also ascertained. One such academic right was the right to pursue one's own interests in studies at school; this right was substantially supported by the parents sampled.

Non-academic rights and obligations of students in the area of their dress and clothing were assessed by asking a series of questions about who should determine the student's dress while in school. One may conclude from the data that parents feel that they themselves should be most responsible for the dress of students, while substantial support exists for school administrators having the power to set dress codes. Somewhat less unequivocal support was found for the student's own voice in his style of dress.

The non-academic right to the freedom of expression on social issues, a prominent contemporary phenomenon, was for the most part rejected by parents sampled in this study. The citizenship aspects of formal socialization, ideologically espoused in the past by members of this society, would seem to have certain restrictions placed upon it, at least for seventh and eighth grade students. In a follow-up question, it was found that about one-third of the parents sampled thought that this type of expression should never be allowed in the school setting, even at the college level. One could speculate that parents would allow such expression if the opinions expressed by the students were consistent with those of the parents.

The non-academic right to the formation of school discipline policy was substantially supported by the parents sampled. In comparison to the item concerned with expression on social issues, it would seem that parents define the students' rights as residing within the bureaucratic structure of the school. Working "within channels" is quite proper, while it is not within the student role to go outside these established patterns of behavior.

The non-academic obligation to enforce school rules by forcing a student to "tell on a friend" was not supported by the parents interviewed. The right to withhold information, the highly personal right to protect friendships at the possible cost of order in the school is an option which the student does hold, according to the parents sampled.

Few significant differences were found with respect to the above definitions of student rights when parents were classified according to occupation, race, or sex of child. The fact that so few significant differences were found is nevertheless noteworthy. These findings suggest that minority group, lower class parents define the role of the student in a manner highly similar to white, middle class parents. This is in direct contrast to the idea that non-white and lower class parents hold different attitudes toward the student role and the school in general than do white or middle class parents.

Only in one area was there a difference by race and here the data indicate that significantly more white parents than non-white parents favored student expression of opinion on social issues. In general, though, the findings of this study suggest that parents of junior high school students, regardless of race, social class, or sex of child, hold similar views of the rights and obligations of their children in school.

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PARENTAL DEFINITIONS OF
ACADEMIC AND NON-ACADEMIC RIGHTS AND OBLIGATIONS
OF STUDENTS, BY SEX OF CHILD

Expected frequencies are within parenthesis;
all figures represent percentages.

		Male	Female
Academic:			
Importance of getting good grades	Low	5 (4.6)	5 (5.4)
	High	41 (41.4)	49 (48.6)
Importance of getting B's or better	Low	15 (13.3)	14 (15.7)
	High	31 (32.7)	40 (38.3)
Obligation to finish high school	Low	4 (4.6)	6 (5.4)
	High	42 (41.4)	48 (48.6)
Opportunity to pursue interests	Low	15 (17.0)	22 (20.0)
	High	24 (25.8)	32 (30.2)
Non-Academic:			
Dress and Clothing			
Student determination of dress	Low	21 (21.2)	25 (24.8)
	High	25 (24.8)	29 (29.2)
Parental determination of dress	Low	13 (12.9)	15 (15.1)
	High	33 (33.1)	39 (38.9)
School administration determination of dress	Low	23 (18.4)	17 (21.6)
	High	23 (27.6)	37 (32.4)
Right to expression on social issues	Low	25 (28.0)	36 (32.9)
	High	21 (17.9)	18 (21.0)
Formation of discipline policy	Low	10 (14.3)	21 (16.7)
	High	36 (31.7)	33 (37.3)
Obligation to "tell on a friend"	Low	21 (17.0)	16 (20.0)
	High	25 (29.0)	38 (34.0)

PARENTAL DEFINITIONS OF
ACADEMIC AND NON-ACADEMIC RIGHTS AND OBILIGATIONS
OF STUDENTS, BY RACE

Expected frequencies are within parenthesis;
all figures represent percentages.

		Non-White	White
Academic:			
Importance of getting good grades	Low	0 (2.6)	10 (7.4)
	High	26 (23.4)	64 (66.6)
Importance of getting B's or better	Low	5 (7.5)	24 (21.4)
	High	21 (17.8)	50 (52.6)
Obligation to finish high school	Low	3 (2.6)	7 (7.4)
	High	23 (22.4)	67 (66.6)
Opportunity to pursue own interests	Low	5 (7.0)	22 (20.0)
	High	21 (19.0)	52 (54.0)
Non-Academic:			
Dress and Clothing			
Student determination of dress	Low	10 (12.0)	36 (34.0)
	High	16 (14.0)	38 (40.0)
Parental determination of dress	Low	5 (7.3)	23 (20.7)
	High	21 (18.7)	51 (53.3)
School administration determination of dress	Low	10 (10.4)	30 (29.6)
	High	16 (15.6)	44 (44.4)
Right to expression on social issues	Low	19 (13.3)	42 (37.7)*
	High	7 (12.7)	32 (36.3)
Formation of discipline policy	Low	10 (8.1)	21 (22.9)
	High	16 (17.9)	53 (51.1)
Obligation to "tell on a friend"	Low	17 (18.5)	54 (52.5)
	High	9 (7.5)	20 (21.5)

* Significant at .02 level ($x^2 = 6.019$)

PARENTAL DEFINITIONS OF
ACADEMIC AND NON-ACADEMIC RIGHTS AND OBLIGATIONS
OF STUDENTS, BY SOCIO-ECONOMIC STATUS LEVEL

Expected frequencies are within parenthesis:
a all figures represent percentages

		Low	Middle	Upper-Middle
Academic:				
Importance of getting good grades	Low	2 (2.6)	7 (5.8)	1 (1.6)
	High	24 (21.4)	51 (45.2)	15 (14.4)
Importance of getting B's or better	Low	9 (7.6)	18 (16.8)	2 (4.6)
	High	17 (18.4)	40 (41.2)	14 (11.4)
Obligation to finish high school	Low	2 (2.6)	5 (5.8)	3 (1.6)
	High	24 (23.4)	53 (52.2)	13 (14.4)
Opportunity to pursue own interests	Low	2 (7.0)	21 (15.7)	4 (4.3)
	High	24 (19.0)	37 (42.3)	12 (11.7)
Non-Academic				
Dress and Clothing				
Student determination of dress	Low	12 (11.9)	26 (26.7)	8 (7.4)
	High	14 (14.0)	32 (31.3)	8 (8.6)
Parental determination of dress	Low	6 (7.3)	17 (16.2)	5 (4.5)
	High	20 (18.7)	41 (41.7)	11 (11.5)
School administration determination of dress	Low	10 (10.4)	26 (23.3)	4 (6.4)
	High	16 (15.6)	32 (34.8)	12 (9.6)
Right to expression on social issues	Low	17 (16.1)	35 (35.9)	10 (9.9)
	High	9 (9.9)	23 (22.0)	6 (6.1)
Formation of discipline policy	Low	7 (8.1)	20 (18.0)	4 (4.9)
	High	19 (17.9)	38 (40.0)	12 (11.0)
Obligation to "tell on a friend"	Low	17 (18.5)	42 (41.2)	12 (11.4)
	High	9 (7.5)	16 (16.8)	4 (4.6)

ONE AND TWO PARENT FAMILIES IN RELATION TO STUDENTS' OVERT AND COVERT REJECTION OF TEACHERS

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Prior research studies, contrasting the effects of one parent families with those of families in which two parents are present, are contradictory and limited by severe methodological problems.

Some investigators have concluded that children from one parent families evidence sex role confusion, non-adaptive peer group orientation and lessened popularity, abnormal dependency/independency conflict, and excessive guilt related to intensified attention need. In samples measured in past studies 61% of schizophrenics, 56% of unwed mothers, 61% of delinquent boys, and 61% of female school dropouts were from one parent families.

On the other hand, a methodologically sound study by Ivan Nye and associates found no significant differences in deviancy and other social relationship areas between children from intact and broken homes. This study, however, was limited by sample size; and, like most studies, not necessarily representative of children from one and two parent homes.

One reason for the contradictory conclusions is, perhaps, a failure in dealing theoretically with the varying patterns of responses made to instruments assessing interactional relationships. For instance, there is some basis to assume that a cognitive dissonance may be produced in children from one parent families toward authority figures, e.g.,teachers. From the theoretical perspective, guiding this study, children from one parent families are likely to be overtly accepting of their teachers but covertly rejecting of them; while students from two parent families

are likely to be both overtly and covertly consistent in their acceptance or rejection of teachers.

It was the purpose of this study to aid clarification of this issue by assessing the extent to which children from one and two parent families view teachers as hostile, rejecting, and unfair as a covert attitude while expressing overt acceptance of them.

From a randomly drawn sample of two hundred 7th and 8th grade students in an urban public school system, all children living with one parent only were tested. (N=40) These subjects were matched on sex, socio-economic status, and race with students from two parent families also chosen from a randomly drawn selection pool. Both groups responded on scales which assessed overt and covert acceptance/rejection of teachers.

It was found in 7 out of 7 significance tests, that a larger proportion of children from two parent families were consonant in their overt and covert orientations toward teachers than were children from one parent families. It was also found in 6 out of 7 significance tests, that a larger proportion of children from one parent families than from two parent families overtly accepted and covertly rejected their teachers. These findings were supported controlling for race, sex and socio-economic status. The implications of these findings for theory, further research and educational practice are also presented.

TABLE 1

Overt and Covert Acceptance/Rejection of Teachers:
One and Two Parent Families

Family Structure	Overt Rejection Covert Acceptance	Overt Rejection Covert Rejection	Overt Acceptance Covert Acceptance	Overt Acceptance Covert Rejection
One Parent	a. 20%	b. 25%	c. 27.5%	d. 27.5%
Two Parents	e. 7.5%	f. 37.5%	g. 35%	h. 20%

H_{R1}: f + g > b + c (sig. finding)

H_{R2}: d > h (sig. finding)

TABLE 2

Overt and Covert Acceptance/Rejection of Teachers, One and Two Parent Families: Controlling for Race

Family Structure and Race*	Overt Rejection Covert Acceptance	Overt Rejection Covert Rejection	Overt Acceptance Covert Acceptance	Overt Acceptance Covert Rejection
One Parent				
Black	a. 33.3%	b. 41.7%	c. 0%	d. 25%
White	e. 14.3%	f. 17.8%	g. 39.3%	h. 28.6%
Two Parent				
Black	i. 8.3%	j. 58.3%	k. 16.7%	l. 16.7%
White	m. 7.1%	n. 28.6%	o. 42.9%	p. 21.4%

* Insufficient number of subjects from families other than white or black to analyze.

H_{R3}: j + k > b + c (sig. finding)

H_{R4}: d > l (sig. finding)

H_{R5}: n + o > f + g (sig. finding)

H_{R6}: h > p (sig. finding)

TABLE 3

Overt and Covert Acceptance/Rejection of Teachers, One and Two Parent Families: Controlling for Sex

Family Structure and Sex	Overt Rejection Covert Acceptance	Overt Rejection Covert Rejection	Overt Acceptance Covert Acceptance	Overt Acceptance Covert Rejection
One Parent				
Male	a. 16.7%	b. 22.2%	c. 38.9%	d. 22.2%
Female	e. 22.7%	f. 27.3%	g. 18.2%	h. 31.8%
Two Parent				
Male	i. 5.6%	j. 33.3%	k. 44.4%	l. 16.7%
Female	m. 9.1%	n. 40.9%	o. 27.3%	p. 22.7%

H_{R7}: j + k > b + c (sig. finding)

H_{R8}: d > l (sig. finding)

H_{R9}: n + o > f + g (sig. finding)

H_{R10}: h > p (sig. finding)

TABLE 4

Overt and Covert Acceptance/Rejection of Teachers, One and Two Parent Families: Controlling for Socio-Economic Status

Family Structure and Socio-Economic Status	Overt Rejection Covert Acceptance	Overt Rejection Covert Rejection	Overt Acceptance Covert Acceptance	Overt Acceptance Covert Rejection
One Parent				
Lower Class	a. 18.2%	b. 31.8%	c. 27.3%	d. 22.7%
Middle Class	e. 16.7%	f. 16.7%	g. 27.7%	h. 38.9%
Two Parent				
Lower Class	i. 4.5%	j. 45.5%	k. 27.3%	l. 22.7%
Middle Class	m. 11.1%	n. 27.8%	o. 44.4%	p. 16.7%

H_{R11}: j + k > b + c (sig. finding)

H_{R12}: d > i (not sig.)

H_{R13}: n + o > f + g (sig. finding)

H_{R14}: h > p (sig. finding)

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APPENDICES

INSTRUMENTS

APPENDIX A

TEACHER LETTER AND QUESTIONNAIRE

February 1, 1970

Dear Staff Member:

As you already know, we are studying the views and opinions of teachers in realtion to the objectives of their schools. We are able to ask only a few teachers throughout the city to respond to the enclosed questionnaire; therefore, your personal opinion is worth that much more. Please circle the response for each question that best describes how you feel. The answers you give will be treated as confidential; all data will be treated as group data. We will submit a report of our findings to you so that you will have information about how you and other teachers feel about the probable educational and occupational attainments of your students and feelings about the community and its schools in general.

We hope you will be able to help us by answering the following question and the attached questionnaire.

What suggestions do you have for improving your school? Briefly list these suggestions; describe them if it is necessary.

STAFF QUESTIONNAIRE Code No. 1 2 3

Please supply the following background information about yourself by checking the response that is most nearly correct for you. This information is requested so that attitudes may be studied in relation to teacher backgrounds.

4. How many years have you been a teacher?
__ 1) 1 yr. __ 6) 6-10 yrs.
__ 2) 2 yrs. __ 7) 11-15 yrs.
__ 3) 3 yrs. __ 8) 16-20 yrs.
__ 4) 4 yrs. __ 9) 21-25 yrs.
__ 5) 5 yrs. __ 0) 26 or more

5. How long have you taught in your present school system?
__ 1) 1-5 mos. __ 4) 3-5 yrs.
__ 2) 6-10 mos. __ 5) 6-10 yrs.
__ 3) 1-2 yrs. __ 6) 10 or more

6. How long have you taught in your present school?
__ 1) 1-2 mos. __ 5) 2 yrs.
__ 2) 2-4 mos. __ 6) 3 yrs.
__ 3) 4-10 mos. __ 7) 4-7 yrs.
__ 4) 1 yr. __ 8) 7 or more

7. In how many schools have you taught?
__ 1) 1 school __ 4) 4 schools
__ 2) 2 schools __ 5) 5 schools
__ 3) 3 schools __ 6) 6 or more

8. How old are you?
__ 1) 21-23 __ 4) 35-45
__ 2) 24-26 __ 5) Over 45
__ 3) 27-34

9. In general, what was the quality of your work when you were in secondary school?
__ 1) way above average
__ 2) above average
__ 3) average
__ 4) somewhat below average

10. When you were in undergraduate college, how much of your expenses did you personally earn?
__ 1) none
__ 2) spending money only
__ 3) 25-50 percent
__ 4) over 50 percent

11. How many semester hours of education courses did you have as an undergraduate?
__ 1) none __ 5) 31-40
__ 2) 1-10 __ 6) 41-50
__ 3) 11-20 __ 7) 51-60
__ 4) 21-30 __ 8) over 60

12. What plans do you have for future formal education?
__ 1) Just enough for permanent certification
__ 2) I plan to take courses, but not toward a specific degree
__ 3) I plan to study for an M.A.
__ 4) I plan to study for a doctorate.

13. What grade levels do you teach? (If more than one, indicate your MAJOR grade level with a double check.)
__ 1) 6th grade __ 3) 8th grade
__ 2) 7th grade __ 4) 9th grade

14. What subject area(s) do you teach? (If more than one, indicate your MAJOR area with a double check.)
__ 1) English
__ 2) History; social science
__ 3) Science
__ 4) Mathematics
__ 5) Foreign languages
__ 6) Home economics
__ 7) Physical education, health
__ 8) Fine arts (music, art, etc.)
__ 0) Other (specify) _____

15. What was your father's MAJOR lifetime occupation? _____

16. What is your best friend's MAJOR occupation? _____

17. If married, what is your spouse's occupation? _____

Please indicate your degree of satisfaction with each of the following items by placing the appropriate response number in the box following each item. Use the following response numbers:

7 = Very satisfied
6 = Moderately satisfied
5 = Slightly satisfied
4 = Indifferent or neutral
3 = Slightly dissatisfied
2 = Moderately dissatisfied
1 = Very dissatisfied

ITEM	RESPONSE
18. The state of teaching as a "profession".	___
19. The capabilities of most of the people who are in teaching.	___
20. The level of competence of most of the teachers in my present school.	___
21. The level of competence of the teachers that I am most frequently involved with in teaching at my present school.	___
22. My feelings about how these other teachers view my own competency.	___
23. The method employed in my present school for making decisions on curriculum matters.	___
24. The attitude of the students toward the faculty in my present school.	___
25. The method employed in my present school for making decisions on pupil discipline matters.	___
26. The matter in which the teachers and the administrative staff work together in my present school.	___
27. The cooperation and help I recieve from my superiors.	___
28. The cooperation and help I receive from fellow teachers.	___
29. The educational philosophy which seems to prevail in my present school.	___
30. The evaluation process which my superiors use to judge my effectiveness as a teacher.	___
31. The cooperation and help I receive from guidance personnel.	___
32. Junior high school-age student-teacher relationships in most schools.	___
33. Teacher-student relationships developed by most teachers in my present school.	___
34. Teacher-student relationships of the teachers I am most frequently involved with in teaching at my present school.	___
35. The motivation for achievement of most students of the age that I teach.	___
36. The motivation for achievement of most student in my school.	___
37. The motivation for achievement of students that I teach.	___
38. The attitude of the faculty towards the students in my present school.	
39. The cooperation and help I receive from parents.	___
40. The cooperation I receive from my students.	___
41. The extent to which I am able to follow what other teachers in my school are doing with the students I teach.	___

How desirous would you be to accept each of the opportunities listed below? Write your answer in the box following each opportunity. Use the following response numbers.

1 = I would reject the opportunity.
2 = I would hesitate to accept the opportunity.
3 = I am uncertain.
4 = I would probably accept the opportunity.
5 = I would grasp the opportunity.

OPPORTUNITY	RESPONSE	OPPORTUNITY	RESPONSE
42. Remain a teacher in my present school for the rest of my educational career.	___	45. Obtain a higher paying teaching job in another system.	___
43. Remain a teacher in my present school system for the remainder of my educational career, but move to a school in a "better neighborhood".	___	46. Obtain a teaching job in which I could have greater decision-making opportunities.	___
44. Remain a teacher at my present grade level(s) for the remainder of my educational career.	___	47. Obtain a higher paying position outside the field of education.	___

Below you are requested to furnish information about your pupils and their parents. Please estimate, to the nearest 10 percent, the percentage of your students to which each of the following statements apply.

	Percent
48. They are interested in academic achievement.	___
49. They are creating discipline problems for you.	___
50. They are creating discipline problems for most other teachers.	___
51. They do not have the intellectual capacity to do the work in their classes with you.	___
52. They were adequately prepared to do the grade level work you expected of them when they entered your classes.	___
53. They will be adequately prepared to do the grade level work others expect of them when they enter class next year.	___
54. They will probably go on to some type of college.	___
55. They will probably drop out of school before graduation.	___
56. They readily seek advice about problems related to their classes.	___
57. They readily seek advice about noh-academic and personal problems.	___
58. They genuinely seem to like to go to school.	___
59. They genuinely seem to dislike going to school.	___
60. Their parents are interested in the school performance of their children.	___
61. Their parents cooperate with the school when this help is requested.	___
62. Their parents are extremely critical of the school.	___
63. Their parents do not care whether their children may drop out of school.	___

APPENDIX B

STUDENT QUESTIONNAIRE
MSC, 69 - 70

Introduction:

If your school is to better serve your needs, it is essential that we have your views and opinions. This is just a questionnaire; it is not a test. Questions will be read to you and you are asked to put a circle around the answer that best describes how you feel about different things. The answers that you give will be treated as confidential; these answers will not be shown to your teachers or anyone else other than the research staff at the Evaluation Office. The research staff will submit a report to the Grand Rapids Board of Education about how you and other pupils feel about your school, your educational and occupational plans and desires, and what you think about education and life in general.

Since we are able to ask only a few persons to express their opinions, your personal opinion is worth that much more. Won't you please help us by answering the following questions:

1. What suggestions do you have for improving your school? Briefly list these suggestions; describe them if it is necessary.

2. Do you think that going to this school is likely to help you get ready for high school?

   a. Yes

   b. No

   c. Not sure either way

1. There are many people who are concerned about how well young people do in school. In the spaces below, list the NAMES of the people you feel are concerned about how well you do in school. Please indicate who each person is.

	NAMES	WHO IS THIS PERSON
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

2. Now we would like to ask you some things about what you wish to do and plan to do in the future. If you were free to go as far as you wanted to go in school, how far would you like to go?

a. I'd like to quit right now.
b. I'd like to go to high school for a while.
c. I'd like to graduate from high school.
d. I'd like to go to secretarial or trade school.
e. I'd like to go to college for a awhile.
f. I'd like to graduate from college.
g. I'd like to do graduate work beyond college.

3. Sometimes what we would like to do is not the same as what we really expect to do. How far in school do you expect you will really go?

a. I plan to quit as soon as I can.
b. I plan to continue in high school for a while.
c. I plan on graduating from high school.
d. I plan on going to secretarial or trade school.
e. I plan on going to college for a while.
f. I plan on graduating from college.
g. I plan to do graduate work beyond college.

4. Now we would like to ask you a few questions about how you feel about your school. Would you say that you are happy about being in this school?

a. Yes, I am defintely happy with this school.
b. I am happy with this school more often than not.
c. I am unsure about how happy I am about this school.
d. I am unhappy with this school more often than not.
e. No, I am definitely unhappy with this school.

5. In general would you say that the problems of this school are important to you?

a. Yes, the problems of this school are very important to me.
b. The problems of this school are important to me more often than not.
c. I am unsure about how important the school's problems are to me.
d. The school's problems are usually not too important to me.
e. The problems of this school are not important to me at all.

6. Would you say that you feel pleased when you tell people that you are a student of this school?

   a. Yes, I am very pleased.
   b. I am usually pleased.
   c. I am unsure.
   d. I am usually not too pleased.
   e. I am not pleased at all.

7. As far as going to school is concerned, would you say that one of the best things that has happened to you is when you came to this school?

   a. Yes, definitely.
   b. Yes, for the most part.
   c. I am unsure.
   d. Probably not.
   e. Definitely not.

8. If you were free to have any job you wanted after you finish your schooling, which one would you most like to have?

   _____

9. Sometimes the job that a person wishes to have is not the one that he actually gets. What kind of a job do you think you really will get when you finish school?

   _____

10. Now we would like to ask you a few questions about how you feel about your school work. Forget for a moment how others grade your work. Please tell us about how YOU feel about the kind of work you do in class.

    a. My work is excellent.
    b. My work is good.
    c. My work is average.
    d. My work is below average.
    e. My work is much below average.

11. What kind of grades do you think you are capable of getting?

    a. Mostly A's
    b. Mostly B's
    c. Mostly C's
    d. Mostly D's
    e. Mostly E's

12. How important to you are the grades you get in school?

    a. Very important
    b. Important
    c. Not particularly important
    d. Grades do not matter to me at all

13. It isn't how much you know but how much you are willing to put up with that gets you good grades.

a. This is definitely true.
b. This is probably more true than false.
c. I am unsure.
d. This is probably more false than true.
e. This is definitely false.

14. To get good grades you have to tell the teachers what they want to hear.

a. This is definitely true.
b. This is probably more true than false.
c. I am unsure.
d. This is probably more false than true.
e. This is definitely false.

15. How important is it to you to be high in your class at school?

a. Very important
b. Important
c. Not particularly important
d. It doesn't matter to me at all.

16. How do you feel if you don't do as well in school as you know you can?

a. I feel very badly.
b. I feel badly.
c. I don't feel particularly badly.
d. It doesn't bother me at all.

17. If the odds are against you in your work at school, you can come out on top by persisting and keeping at your studies.

a. This is definitely true.
b. This is more true than false.
c. I am unsure.
d. This is more false than true.
e. This is definitely false.

18. You have to learn what the teachers say you must. You cannot use your own initiative or imagination in this school.

a. This is definitely true.
b. This is more true than false.
c. I am unsure.
d. This is more false than true.
e. This is definitely false.

19. What happens to a person in the future is largely a matter of fate or luck.

a. This is definitely true.
b. This is more true than false.
c. I am unsure about this.
d. This is more false than true.
e. This is definitely false.

20. How important is it to you to do better than others in your school?

a. Very important
b. Important
c. Not particularly important
d. It doesn't matter to me at all.

21. In your school work, do you try to do better than others?

a. All of the time
b. Most of the time
c. Occasionally
d. Never

22. How important to you are good grades as compared with other aspects of school?

a. Good grades are the most important thing in school.
b. Good grades are among the important things in school.
c. Some other things in school are more important than grades.
d. Good grades don't matter to me at all.

23. Now we would like to ask you some questions about how parents feel about what you are doing in school. In general, would your PARENTS say you are doing as well in school as you are capable of doing?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

24. How important is it to your PARENTS that you get mostly B's or better?

a. Very important
b. Important
c. Not sure either way
d. Not particularly important
e. My grades don't matter to my parents at all.

25. How far do you think your PARENTS expect you to do in school?

a. They expect me to quit as soon as I can.
b. They expect me to continue in high school for a while.
c. They expect me to graduate from high school.
d. They expect me to go to secretarial or trade school.
e. They expect me to go to college for a while.
f. They expect me to graduate from college.
g. They expect me to do graduate work beyond college.

26. How well informed are your PARENTS about what you do in school? Choose the statement which comes closest to describing your parents.

a. <u>They are extremely well informed</u>. They pay very close attention to what I am doing in my school work. Regularly, I or others keep them informed. No matter how well or how poorly I am doing, they will find out.
b. <u>They are well informed</u>. They know quite a bit about what and how well I am doing. They generally know what and how well I am doing, but not always.
c. <u>They are fairly well informed</u>. Occasionally they ask me and once in a while I or someone else tells them what I am doing. Seldom do I or does anyone else tell them.
d. <u>They know nothing about what or how well I am doing in my school work</u>.

27. The following questions are about what your best friends think about the work you do in school. In general, would your closest FRIEND say you are doing as well in school as you are capable of doing?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

28. How important is it to your closest FRIEND that you get mostly B's or better?

a. Very important
b. Important
c. Not sure either way
d. Not particularly important
e. My grades don't matter to my friend at all.

29. How far do you think your best FRIEND expects you to go in school?

a. He (she) expects me to quit as soon as I can.
b. He (she) expects me to continue in high school for a while.
c. He (she) expects me to graduate from high school.
d. He (she) expects me to go to secretarial or trade school.
e. He (she) expects me to go to college for a while.
f. He (she) expects me to graduate from college.
g. He (she) expects me to do graduate work beyond college.

30. In general, would you say that your FRIENDS are doing as well in school as they are capable of doing?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

31. How important is it to your closest FRIENDS that they get mostly B's or better?

a. Very important
b. Important
c. Not sure either way
d. Not particularly important
e. Grades don't matter to them at all.

32. How far do you think your best FRIEND will go in school?

a. He (she) will quit as soon as he can.
b. He (she) will continue in high school for a while.
c. He (she) will graduate from high school.
d. He (she) will go to secretarial or trade school.
e. He (she) will go to college for a while.
f. He (she) will graduate from college.
g. He (she) will do graduate work beyond college.

33. In general, would you say that you get along well with other students in your classes?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. Probably not, for the most part
e. Definitely not

34. In this school, is it easy to be accepted into different friendship groups to which you would like to belong?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. Probably not, for the most part
e. Definitely not

35. The next few questions deal with how you feel about your teachers. In general, would you say that you get along well with the teachers that you have in your classes?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. Probably not, for the most part
e. Definitely not

36. If you had a problem with one of your daily assignments for a class at school, who is the first person that you would go to see about it?

a. A close friend
b. A classmate who is good in that class
c. My parents
d. The teacher who has that class
e. My favorite teacher
f. A counselor
g. No one
h. Someone else (please tell who it is _____)

37. If you had a class in which ALL of the work seemed very hard for you, who is the first person that you would go to for help?

a. A close friend
b. A classmate who is good in that class
c. My parents
d. The teacher who has that class
e. My favorite teacher
f. A counselor
g. No one
h. Someone else (please tell who it is _____)

38. In general, would you say that the teachers that you have are interested in how well you do in school?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

39. Would you say that the teachers in your school make you feel that they are interested in you?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. No, not for the most part
e. Definitely not

40. Would you say that your teachers have always been fair with you in this school?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. No, not for the most part
e. Definitely not

41. When is the last time that you talked to one of your teachers about your school work?

a. Today
b. From two to five days ago
c. From five to ten days ago
d. More than ten days ago
e. I haven't talked to a teacher about my work this year.
f. I don't remember.

42. In general, how often would you say that you have talked to your teachers about the work you have done in school this semester?

a. More than once a day
b. About once a day
c. Two or three times a week
d. About once a week
e. About two or three times a month.
f. Less than once a month

43. In general, would you say that you have been able to talk to your teachers as often as you needed to about the work you do in school?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

44. If there were more opportunities for you to talk to your teachers would you talk to them about your school work more often than you do now?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

45. Would you say that a lot of teachers in this school used grades as a way of getting back at students?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

46. Would you say that the teachers discourage you from using your own opinions when answering questions in class and in tests?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. No, not for the most part
e. Definitely not

47. Would you say that your teachers surprise you by getting you interested in subjects you had never really thought much about before?

a. Yes, definitely
b. Yes, for the most part
c. Not sure either way
d. No, not for the most part
e. Definitely not

48. As compared to your closest friends at school, how often do you talk to your teachers about your school work?

a. Much more often than they
b. Somewhat more often than they do
c. About the same as they do
d. Somewhat less often than they do
e. Much less often than they do

49. Is there any one particular teacher in your school that you consider to be your favorite teacher?

a. Yes, there is one teacher that is my favorite.
b. Yes, but there are several whom are my favorite teachers.
c. No. There is no one in particular, for I like them all about the same.
d. No. I do not particularly care for any of them.

50. In general, would your favorite teacher say you are doing as well in school as you are capable of doing?

a. Yes, definitely
b. Yes, probably
c. Not sure either way
d. Probably not
e. Definitely not

51. How important is it to your favorite teacher that you get mostly B's or better?

a. Very important
b. Important
c. Not sure either way
d. Not particularly important
e. Other things are more important to my favorite teacher.

52. How far do you think your favorite teacher expects you to go in school?

a. He (she) expects me to quit as soon as I can.
b. He (she) expects me to continue in high school for a while.
c. He (she) expects me to graduate from high school.
d. He (she) expects me to go to secretarial or trade school.
e. He (she) expects me to go to college for a while.
f. He (she) expects me to graduate from college.
g. He (she) expects me to do graduate work beyond college.

53. What is your favorite subject in school? _____

54. Is your favorite subject taught by your favorite teacher?

a. Yes
b. No

55. What does your father (or whomever supports your family) do for a living?

_____

56. Describe what your father (or whomever supports your family) does on the job.

_____

_____

_____

57. How old were you on your last birthdy? _____

58. What is your race?

a. Black
b. White
c. Other (please tell what it is _____)

59. Are you

a. Male
b. Female

APPENDIX C

PARENT LETTER AND QUESIONNAIRE

Dear Parent: April 15, 1970

In the near future, a member of our research staff will be coming to your residence to get some information about your opinions about our school system. In order for your schools to better serve the needs of your children, it is essential that we have your viewpoints, attitudes and suggestions for improvement.

Before the research interviewer calls on you, you will be contaced by telephone in order to set up an appointment. When the interviewer calls - he will present proper identification upon your request - he will ask you a short series of questions about your feelings toward the school system in general. The answers that you and all other parents give will be treated as confidential. These answers will not be shown to anyone else besides the research staff at the Center for Educational Studies. The research staff will submit a report to the Grand Rapids Board of Education about how you and other parents feel about your child's school, your child's future educational and occupational goals, and what you think about education in general.

Since we are able to ask only a few persons to express their opinions, your own personal opinion is worth that much more. Therefore, the help that you can give us in this attempt will be most sincerely appreciated.

Thank you for your consideration.

Sincerely,

Clifford E. Bryan
Research Associate

CEB:hc

PARENT INTERVIEW SCHEDULE

MSC 69 - 70

Introduction:

In order for your schools to better serve the needs of your children, it is essential that we have your views and opinions. We would like to have your help in finding the answers to certain questions that we have about how the school is working; and we would like to have any other suggestions that you would like to make. I will read a list of questions and answers to you; all you have to do is to tell me which answer best describes how you feel about each different question. The answers that you give will be treated as confidential. These answers will not be shown to anyone else besides the research staff at the Evaluation Office. The research staff will submit a report to the Grand Rapids Board of Education about how you and other parents feel about your child's school, your child's future educational and occupational goals, and what you think about education and life in general.

Since we are able to ask only a few persons to express their opinions, your personal opinion is worth that much more. Won't you please help us by answering the following questions?

1. What suggestions do you have for improving your child's school? Briefly list these suggestions; describe them if it is necessary.

2. Do you think that the school your child is going to now is helping him to get ready for high school?

   a. Yes
   b. No
   c. Not sure either way

3. Do you think that the school your child is going to now is helping him to make sense of his own experiences?

   a. Yes, definitely
   b. Yes, probably
   c. Not sure either way
   d. Probably not
   e. Definitely not

PARENT QUESTIONNAIRE

Name of Student: _____
Name of Father: _____
Address: _____

1. Sex of child: (0) female (1) male

2. Race of child: (0) white (1) black (2) other

3. Major occupation of head of household (specify job)

_____

4. Sample identification (1) West Middle (0) Burton

5. When your child gets up in the morning, does he usually look forward to (1) going to school or would he (0) rather do something else?

6. In a short time, your child will be going on to high school. Does he seem as if he really wants to go (1) or would rather not go (0) on to high school?

7. How often does your child talk about the work he is doing in school? Would you say he talks about it a lot (3), sometimes (s), seldom (1), or never (0)?

8. How does your child feel about the work he does at school? Does he think it is hard work (2), or too easy (0) for him? (about right = 1)

9. Do you feel that the work he does in school is too easy (0) or too hard (2) for him? (about right = 1)

10. Do you feel that parents should be forced to send their children to school? (1) yes (0) no

11. Do you think that parents should be forced to send their children all the way through high school? (1) yes (0) no

12. Do you think your child has better than a 50-50 chance (1) or less than a 50-50 chance of finishing high school (0)?

13. Do you think that your child has better than (1) or less than (0) a 50-50 chance of going to college?

14. How far do you expect your child to go in school?

    1. To quit as soon as he can.
    2. To continue in high school for a while.
    3. To graduate from high school.
    4. To go to secretarial, trade or business school.
    5. To go to college for a while.
    6. To graduate from college.
    7. To do graduate work beyond college.

15. How far in school do you expect your child's best friend to go in school?

1. To quit as soon as he can.
2. To continue in high school for a while.
3. To graduate from high school.
4. To go to secretarial, trade or business school.
5. To go to college for a while.
6. To graduate from college.
7. To do graduate work beyond college.

16. Do you find it helpful to compare your child with other students on the following items?

A. Grades
   1. Yes
   2. Not sure
   3. No

B. Dress
   1. Yes
   2. Not sure
   3. No

C. Habits
   1. Yes
   2. Not sure
   3. No

17. How important is it to you that your child get good grades as compared with other aspects of school?

1. Good grades are the most important thing in school.
2. Good grades are among the important things in school.
3. Some other things in school are more important.
4. Good grades don't matter to me at all.

18. Which of the following types of tests would you prefer to be given to your child?

1. Objective (true-false, multiple choice)
2. Subjective (essay, open-ended)
3. I have no opinion on the matter.

19. How important is it to you for your child to get mostly B's or better?

1. Very important
2. Important
3. Not particularly important
4. Grades don't matter at all

20. Forget for a moment how others grade your child's work. Please tell us about how YOU feel about the kind of work he does in school.

1. His work is excellent.
2. His work is good.
3. His work is average.
4. His work is below average.
5. His work is much below average.

21. In general, would you say that your child does as well in school as he is capable of doing?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

22. Do you feel that the school program allows your child enough opportunity to pursue his own interests?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. No, not for the most part
5. Definitely not

23. Now we would like to find out how well most parents feel that they "are informed" with what their children do in school. Would you please choose the statement that best describes your feelings?

1. I (We) are extremely well informed. No matter how poorly my child is doing in school, I (we) will find out. My child or other people keep me informed on a regular basis. I am able to pay very close attention to what my child does in his school work.
2. I (We) are well informed. We know quite a bit about what and how well my child is doing. We generally know what and how well he is doing, but not always.
3. I (We) are fairly well informed. Occasionally, my child or someone else tells me what he is doing in his school work.
4. I (We) are only slightly informed. Only seldom does my child or anyone else tell me what he is doing in his school work.
5. I (We) know almost nothing about what or how well my child is doing in his school work.

24. In general, would you say that your child gets along well with the teachers he has in his classes at school?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. Probably not, for the most part
5. Definitely not

25. In general, would you say that the teachers that your child has are interested in how well he does in school?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

26. In general, would you say that your child gets to talk to his teachers as often as he needs to about the work he does in school?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

27. Does it seem as if there is any one particular teacher in your child's school that is his favorite?

1. Yes, there is one that is his favorite.
2. Yes, but there are several who are his favorite.
3. No, there is no one in particular, for he likes them all about the same.
4. No. He does not particularly care for any of them.

28. Do you feel that the school your child is attending is increasing his ability to assume direction of his own life?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

29. Do you think that 7th and 8th grade students should be permitted to determine their own style of dress while in school?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. No, not for the most part
5. Definitely not

(IF NEGATIVE RESPONSE TO 29)
If no, at what grade level should they be permitted? _____

30. Do you think that parents should be responsible for determining 7th and 8th graders' style of dress for school?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. No, not for the most part
5. Definitely not

31. Do you think the school administration should be responsible for determining the students' style of dress for school?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. No, not for the most part
5. Definitely not

32. At school, outside of the classroom, should students be allowed to express their feelings on social issues, such as be wearing armbands, wearing buttons, handing out leaflets, etc.?

1. Yes, definitely
2. Yes, for the most part
3. Not sure either way
4. No, not for the most part
5. Definitely not

(IF NEGATIVE RESPONSE TO 32)
At what grade level should they be permitted, if at all? _____

33. In general, do you think that students should have a voice in setting up school policy for dealing with misbehavior in school?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

34. At what age/grade level should they have a major voice in setting up this kind of school policy? _____

35. Do you think a student should be forced to "tell" on a "friend" who he knows is breaking school rules?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

36. Should the school forbid students from smoking at school?

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. Definitely not

37. Is there any particular age/grade level when the school should permit smoking if the students desire? _____

38. What do you think are some important problems of students in the schools today?

_____

_____

_____

39. What do you feel is the most important thing for the school to do for your child?

_____

_____

_____